

Break

Hazards of reorganization

Extraordinary how important issues tend to be fought out on the most trivial matters. There is ferment in Sunderland just now over the "Ear-rings rule"—front page coverage in the local papers, strongly worded letters flying higher and higher, and all parties digging themselves into entrenched positions from which they will find it hard to withdraw.

At the centre of the storm is Joan Welsh, a 15-year-old pupil at the former Silksworth Secondary School (220 pupils). In September that school was subsumed into the larger Farrington Comprehensive (650 pupils). The head of Farrington has maintained a strict uniform and no jewelry rule there for 16 years. When Joan turned up in gold sleeper earrings she was asked to remove them. She did, but thereafter, backed by her parents, she kept them on. She was refused admission.

The weeks passed until last month when the L.E.A. took the parents to court for not sending Joan to school and the great legal machine ground into action—lawyers for the NCCF for the parents, lawyers for the L.E.A. for the school. The magistrates ruled that the school was within its rights and fined Mr Welsh £10, though not without the kind of remark often made by those who sit in judgment. "This Bench deplains the reasons that necessitate the education authority in having to bring this case," a cryptic statement, to say the least. It is not yet known whether Mr Welsh will appeal.

Behind the trivia the issues raging in Sunderland appear to be whether a family who dislike a school rule can, by taking unilateral action, force the school to waive the rule; whether a local authority confronted with such a challenge is right to evince the law and spend the rates in support of the school against the voter; and whether in 1975 it is right for schools to forbid girls of 15 to wear even minimal amounts of jewelry at school.

Posthumous contest

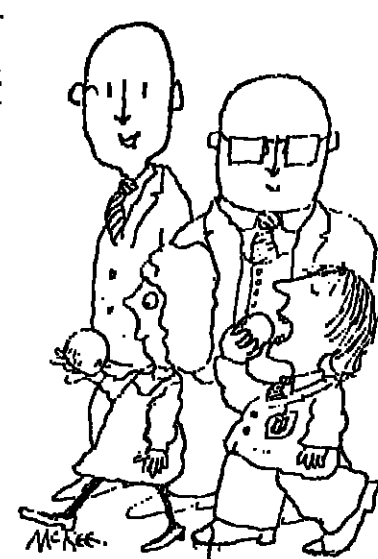
A sad postscript to the death of Ross McWhirter. This letter arrived at the TES recently:

Sir—We are fifth-formers of Neasden High School. Since we have just been reading and hearing about the poor attendance and truancy in other schools, especially London,

we would like to let you know of our high attendance figures. Our school is in the London borough of Brent. In September we began with 474 on roll and at half term we were 492. The ages of the children vary from 11 to 16 years. Over a period of seven-and-a-half weeks (the first half of the term) our attendance never fell below 95 per cent. The range was from 97.1 per cent to 95 per cent.

We feel proud of our record and wonder if you could publish it. Perhaps this would encourage other pupils to write to you revealing figures as good as, if not better than, ours.

CHARITY MALAMA,
MEENA SETHI,
RIYAZ JAMAL,
GARFIELD LEWINSON.



"Yes, they're free. It's the new National Health Service."

Neasden High School opened in September, 1973, and has been gradually building up its numbers until it is now just under half way to its total number of 1,080.

The head, Mr L. C. J. Batten, congratulating the children on their high attendance figures in assembly one day said, "If you go on like this you'll be good enough for the Guinness Book of Records." That, he says, really makes them sit up. So, true to the promise, he wrote off to the Guinness fully expecting the brush-off. "But Ross was rather nice about it," Buck came a letter full of congratulations, suggesting that as a first step the claim to have set up a record should be ventilated in the educational press, and how about a letter to the TES designed to provoke response from other schools?

Now we are 10

Books for Your Children started 10 years ago with an evening class in Byfleet, Surrey, and a rounded newsletter costing a shilling.

On Monday the magazine held a celebratory birthday party at the Mermid Theatre, London, complete with enormous cake, candles and balloons and William Rushton, erupting from the stage—he is appearing in *Gulliver* at the Mermid (put, puff)—to "avillate this gnat."

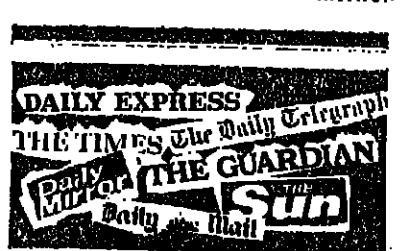
The party was well attended by the publishers. Well it might be. Books for Your Children, through the Federation of Children's Book Groups, which they spawned and through their mail order business, now sell about 230,000 worth of books a year to individual subscribers as well as schools. Many of the books are hardbacks which local bookshops are reluctant to stock. They sell roughly one hardback to three paperbacks, about twice the usual proportion.

This year the *Books for Your Children* empire has been divided up. It was getting too big for one person—its founder, Anne Wood, ex-*secondary schoolteacher* from co Durham and mother of two—to run it single-handed from her home. Business considerations have also made it important for the magazine to be put on a separate business

Europe; straddling as it does the two political groupings. After the British referendum, he said, a decline in the teaching of German in schools would not make sense, especially as there were indications of a growing interest in the language among adults. In secondary education, on the other hand, German was "surrounded by uncertainty."

The Germans, it emerged, are prepared to help to stem the decline by easing travel restrictions, by helping to produce materials for language teaching and by offering more scholarships, particularly at baccalaureate level for teachers.

Aristides



BUCKLEY

Education, like life, has its ironies. They face you on the air and on the printed page.

Hard on the portraits, for instance, of Miss Puerto Rico and other foreign lovelies, the television news showed us the profile of Miss Joan Lester. Our Under-Secretary for Education, however, was not seeking to become Miss World. She was featured in the news because she was protesting at the Government's decision to send a representative to the funeral of General Franco. I was surprised to see her picture and to hear the reason for it. Up until then I had supposed that Mr Wilson was delivering a calculated snub to Spain by sending Lord Shepherd.

The irony of the matter for me was that there was currently another picture on the back page of *The Times*. It was the picture of an eight-year-old schoolgirl and it formed part of a public appeal to President Nyerere that was reprinted in the paper while he was in Britain. The girl was pleading for her father, a Cambridge graduate, and for her uncle. Both, it seems, have been detained in Tanzania for eight years without trial.

Miss Lester laments oppression. A schoolgirl and a graduate must also concern her Department. Did she busy herself on their behalf while the living socialist leader was here or was she too occupied with the dead fascist? I wish I knew.

I wish I knew, too, why that erstwhile Minister of Education, Mr Anthony Crosland, always cuts so poor a figure, for me at least, when he appears on television. He seems occasionally the professional egalitarian with a world-weary contempt for the rest of us. I saw him on television as he discussed local

spending and not for the first time I had this reaction.

Then *The Observer* brought me his latest testament of socialism. In it he set out the signs he detected of progress towards the sort of Britain he wants. I call the following from his article:

"Meanwhile the middle class moan endlessly over Sunday morning sherry, no longer about the social problem which is past reason, but about the immediate necessity of sending their children to state rather than to private schools. The evidence of increasing equality is surely undeniable."

I suspect myself that Mr Crosland's picture of Sabbath occupations is more true of his social clique than it is of any other. But what kind of equality is it when many people must forgo the sort of schooling they want for their children in favour of the sort that Mr Crosland wants for them instead?

Ironically enough, the *Sunday Express* on the same day was occupied with a similar theme. "What is the biggest problem facing millions of parents today?" it asked. "Without question," it went on, "the answer is—the education of their children. For the vast majority there is no escape from the state school system." All this headed a new competition in the *Sunday Express* by which you might win your child's school fees, with a prize of £7,500. One way and another the state system did not come too well out of *The Sunday Express*. But then by implication it is not too well out of Mr Crosland's piece in *The Observer* either.

I suppose that as a former Minister of Education he must hear his share of the responsibility for the middle way in over the demand and supply of teachers. There is irony enough in that situation, too. The early morning radio announced a serious meeting of the executive of the National Union of Teachers. The evening television showed Mr Fred Jarvis being optimistic about unemployment in the profession.

But what had I just seen in the *Daily Express*? Believe it or not, it was a large recruiting advertisement; and it was headed with the inviting phrase "Teaching is just another job—it's a career with a future."

There is just room for me to add that while the dust was still rising in the national press over the Queen's Speech with its threat of enforced reorganization for the schools, I picked up my copy of the *Woman's World* and found in it the report of a speech by The Headmaster, dealt with his school's examination results at such length and in so traditional a fashion that I could have sworn I was reading about a grammar school. But it was, it seems, one of our comprehensive. Irony of ironies, it bore the name of Ernest Bevin.

THE TIMES Educational Supplement

FRIDAY DECEMBER 12 1975 NUMBER 3158

FIRST PUBLISHED 1910 PRICE 10p

Oxbridge v Schools Council

Examination boards launch bitter attack on 16-point examination process. Sue Cameron reports page 3

Teachers and dons settle for £6 limit

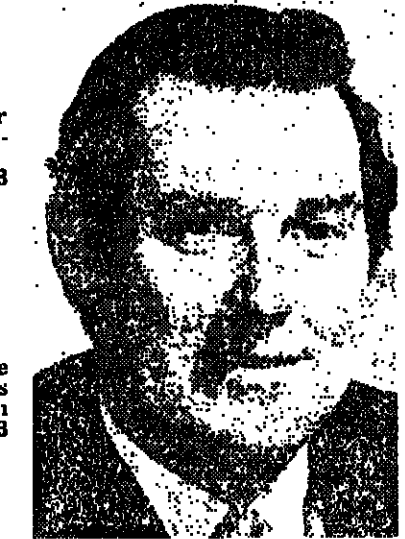
Teachers' panel in Burnham and the dons both agree to keep pay claims within Government limits—both with some reservations page 3

Monopoly and political manoeuvring

Allegations of political subversion from all sides at the inquiry into the events at Tyndale Junior School. Mark Jackson reports page 4

Include us out

Spain has so far played little part in plans for a Community Action programme before this week's meeting of EEC education ministers or proposals for a European fund for higher education. Report from Paul Moorham page 5



Whatever happened to community politics?

Trevor Jones (above) denounces Liverpool's neighbourhood workers as "municipal ego-rippers". Jonathan Croall reports page 18

Baby bio

Dr Robert Shilets charts a course through child development books for the parent, the student and the teacher page 20

A lovely time was had by all...

With apologies to Jennifer (of diary fame), Aristides takes a pre-Christmas wander among the glittering stars and sparkling debutants who populate education's very own Season. "We all enjoyed ourselves immensely," she concludes, moving on to yet another course of turkey escapade followed by just black cherries page 56

When the bargaining has to stop

This year's rate support grant negotiations saw the Government imposing cash limits, but also local authorities getting a bigger say in what goes on. In the final settlement, education did relatively well—and so did London. John Gretton reports pages 2 and 8

TES Extra: Religious education

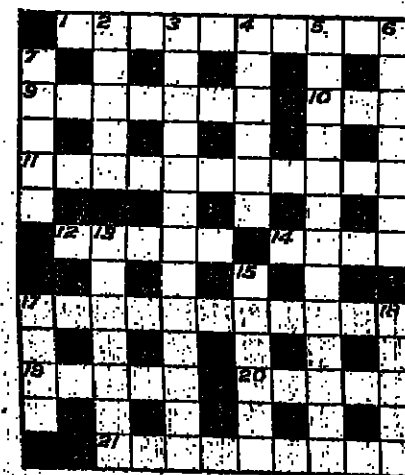
Christianity in a plural world; the Birmingham Agreed Syllabus; education in need of a theology; books for sixth-formers pages 27-30



Platform power at Scarborough

The executive of the National Union of Students fought off a move last week for secret ballots in union elections. The bid was made by right-wing students at the union's conference in Scarborough. But NUS secretary Sue Slipman (at the microphone, above) failed to hang on to her responsibilities for the union's international policies. page 6

Crossword No 1,010



Across

1 Naturally, corn... African? (8, 4).

5 Where the scenes change at three (7).

10 Place twiddled, the road to which is recorded in story (5).

11 But cry! For a duck perhaps (7).

12 Where Smith does his countering (5).

14 Ha-ha or poplar? (5).

17 Not, however, the teaching of haute école (6, 7).

19 Colonel of balloons (5).

20 Graduate sea in steer under (7).

21 Their occupation involves splitting and rolling (6).

Down

2 City of feudal tenure (5).

3 Cook's saucy net with boiled mutton? (7, 1, 5).

4 Health security (6).

5 A silver sea is its Shakespearean setting (8, 5).

6 Lend 100 for a Phantom (7).

7 School sounds as if one must get parking (5).

8 How to depict a tie (4).

13 Opportunity shows the way in (7).

15 Indoor state of recession (6).

16 Employing, in the American way (5).

17 Priceless items of cargo? (4).

18 It's after high honour (5).

Solution to Puzzle No 1,009

1. N. A. C. O. R. N. A. F. I. C. A. N. (N. A. C. O. R. N. A. F. I. C. A. N.)

2. F. E. D. E. R. A. L. (F. E. D. E. R. A. L.)

3. M. U. T. T. O. N. (M. U. T. T. O. N.)

4. H. E. A. L. T. H. (H. E. A. L. T. H.)

5. S. I. L. V. E. R. (S. I. L. V. E. R.)

6. S. E. C. U. R. I. T. Y. (S. E. C. U. R. I. T. Y.)

7. P. H. A. N. T. O. M. (P. H. A. N. T. O. M.)

8. T. I. E. (T. I. E.)

9. O. P. P. O. R. T. U. N. I. T. Y. (O. P. P. O. R. T. U. N. I. T. Y.)

10. R. O. A. D. (R. O. A. D.)

11. D. U. C. K. (D. U. C. K.)

12. S. M. I. T. H. (S. M. I. T. H.)

13. W. A. Y. (W. A. Y.)

14. H. A. H. A. (H. A. H. A.)

15. E. C. O. L. (E. C. O. L.)

16. U. S. A. (U. S. A.)

17. P. R. I. C. E. L. E. S. (P. R. I. C. E. L. E. S.)

18. H. I. G. H. (H. I. G. H.)

19. C. O. L. O. N. E. L. (C. O. L. O. N. E. L.)

20. S. T. E. E. R. (S. T. E. E. R.)

21. S. P. L. I. T. T. I. N. G. (S. P. L. I. T. T. I. N. G.)

Chess

The Flanchettoed Bishop

In my first article in this series I showed how Black could destroy White's centre by a concentrated attack on the black squares, utilizing, in particular, his King's Bishop on Kk2. This so-called flanchetto is indeed a powerful weapon and in modern times it has become especially significant in all the main counter-attacking openings for Black.

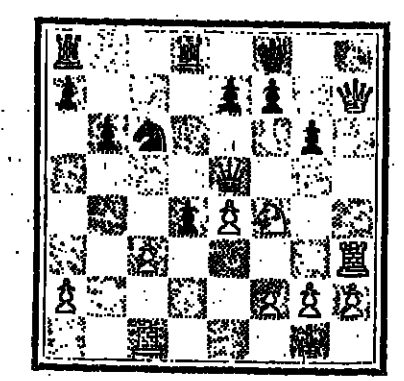
But the reverse of the medal must also be taken into account. True, the flanchettoed K B is strong both in defence and attack. But, remove this piece and then, by the very reason of its strength, it leaves the unfortunate King most vulnerable to its enemies. In order to flanchetto the Bishop it is necessary to create holes in the pawn structure. These do not signify if the Bishop is there. However, if the attacking side is in capturing or exchanging off the vital Bishop then these holes become malignant.

Consider the following game which was played in the Milan Grandmaster Tournament this year opening by the way, has the same opening as that of the game in my first article.

Queen's Pawn, Grünfeld Defence.

White: S. Gligoric.

Black: J. Smekal.



Position after Black's 20th move

(a) Better than 5... P-Kk3 as Lufkov played against Belavsky in the game I gave in my first article.

(b) An alternative move, that Smekal has played against the

same opponent, is 10... K-R4; but White then gets the upper hand by 11... P-Q3, P-Kk3; 12... K-B1, B-K2; 13... P-Q5.

(c) And not 12... Q-R4, B-Q2; 13... Q-R3; B-KB1; 14... Q-K2, P-Qk4 (Gligoric-Smekal, Ljubljana, 1973).

(d) Vaccillation that costs valuable time; instead he should play 12... P-Kk3 followed by B-K2.

(e) Pawn exchanges favour White here; e.g. 13... P-P; 14... P-P; here, 15... R-Q3, when White has the Q; 15... R-Q3, when White has the Q; 15... R-Q3, when White has the Q.

(f) He should have preserved his all-important KB by playing 14... B-R1.

(g) And this merely invites attack. Better, though still not all that attractive, was 15... Q-Q3, which White would reply 16... B-K2, B-Q5.

(h) A fine move that clears the way for the Rook to attack on the King-side by R-Q3-R3.

(i) Threatens an eventual K-R5, and hoping to bring the Queen to defend Kk2 via K4; but this defence comes too late.

(j) A beautiful finishing stroke, based on Black's necessity to keep his KR1 guarded by the Queen.

(k) There is nothing to be done against the threat of K-Rk1; 25... K-B2; 27... Q-R7 ch, K-B3; 28... P-KB4, Kt moves; 29... P-K5 ch, etc.

Harry Golombek

Is the battle going by default?

service, social, educational or military, going to get any more money unless somebody else gets less. That much has been obvious for some time. What appears to be only recently coming home to Ministers is that you cannot, on Bannery as any other principles, go on pouring money into industry, in the hope that some of the former will regenerate bits of the latter, without seriously affecting every other sector of Government spending. That is what the current agonizing in the Cabinet about the New Year's public expenditure review is all about.

Earlier this year the Government, already slightly alarmed, decided to define Bannery by making it more selective and less costly—British Leyland or Chrysler, but not both, as it were. The latest indications are that even that basic attempt at thinking through the medium-term implications of current policy decisions is in shreds. A highly successful regard, fight-for-your-corner, do-not-

forget-the-Labour-voters, action by Willie Ross, Secretary of State for Scotland, looks like ensuring once again that Cabinet decision-making is reduced to the level (pace Jack Jones) of a Mad Hatter's Tea Party.

All the signs are that precisely the same sort of thing is going to happen over the allocation between the different services, of the public expenditure cuts that are going to have to pay (among other things) for Mr Ross's stubbornness. A well-orchestrated campaign is being directed by Mr Roy Mason at the Ministry of Defence; splendid-looking admirals are being wheeled out to have their pictures taken, and privileged journalists are being given far more information at off-the-record briefings than they could ever expect to get in a month of ordinary Sundays.

And at the Department of Education and Science, Mr Mulley? A stunning silence. So stunning, in fact, that it looks

as if the battle is going by default. This is the kind of fight which only a minister can take on. If Mr Mulley fails to convince the educational world of his fighting qualities, it will not only be those close to him whose morale is damaged. Whatever the size of the eventual cuts, Mr Mulley has got to be able to show they are less than they would have been if he had not kept his end up.

Mr Mulley would say that the important thing is to keep the ship afloat—and by that he means the ship of state, not the educational tramp. He is a member of the Cabinet before a departmental minister—a rare bird, quite unlike Willie Ross, for example, or even Dick Crossman, who, for all his Bagehotian postures, has recorded meticulously how he, like his other colleagues in 1964-66, put their departmental interests first.

The Mulley approach would be fine, if that was the way cabinet government actually worked. Supposing the Joint

Approach to Social Policy, for example, was fully operational and ministers were forced to take medium-term decisions about priorities. Then Mr Mulley could make his contingency plans and go along and argue, rationally, about the whole field of social policy. But that is not what is happening. Mr Healey has reverted to age-old rule of thumb that the only way to get the cuts the Treasury wants is to ask everybody to make proportionate sacrifices and then give in to the department and minister with the most political clout.

No comment

"Assistant teacher (scale 1) for remedial work. The person appointed would be expected to have a sympathetic appreciation of the problems of slow-learning pupils and would have the advantage of working under an experienced Head of Department."—advertisement in the Nottingham Evening Post.



In search of reform

The attempt by opponents of the new dominant Broad Left and extreme left in the National Union of Students to reform the constitution by introducing a secret ballot, failed because of its dubious practicality, no less than because of the concerted resistance of the present leadership of the union (page 6).

It is difficult to imagine a less democratic body than the NUS, or body in which it is easier for huge numbers of other people's votes to be cast by a small minority of activists. By comparison, other exponents of undemocratic block voting, like the Labour Party or the TUC, are models of representative rectitude. But no one should minimize the practical difficulty of substituting a better system. It would require a great deal of careful preparation, goodwill and forbearance to carry through a major constitutional reform of the NUS.

None of these are going to be available where the left-wing, led by an efficient Communist group but extending across a broader section of radical politics, are unopposed. Constitutional reform of any kind which significantly increased the representative character of the NUS could only weaken their position. And to back them up, they have the latest Newspeak theory of representation, which brands universal balloting as less democratic than the system of the modest limits. Many students are not interested in student politics, nor is there any reason why they should be. They are students for too short a time to sustain policies based on constant policy. etc.

There are inherent reasons why student unions can only be regarded as representative institutions within modest limits. Many students are not interested in student politics, nor is there any reason why they should be. They are students for too short a time to sustain policies based on constant policy. etc.

Question of confidence

All along there have been three main difficulties in the way of introducing a single examination system at 16-plus. Two of them—the inter-related questions of how to design examinations which are suitable for a wide range of ability and how to ensure that in doing so standards at the top end of the range are not allowed to slip—appear to be central issues upon which the desirability of such a system depend. The third, deciding upon the administrative structure, appears at least at first sight, to be a subsidiary question of means only. If it is, it would be quite wrong to allow any difficulties in deciding upon such a structure to decide the fate of the reformed examination system itself.

In fact, the administrative structure seems to be inextricably bound up with all sorts of more fundamental questions. In their objections to the Schools Council Joint Examinations subcommittee report (page 3), the three Oxford and Cambridge boards have chosen to raise the issue of standards and teacher control, of deployment of resources, freedom of choice and parents' wishes.

The eight GCE boards, which examine one million candidates. The fourteenth

All due to comprehensives

According to the Daily Mail, Mr Norman St. John-Stevens, has been joined by a powerful ally in his campaign to save Britain from the horrors of a comprehensive future. Mr Hugh Green, described as the host of a television programme called *Opportunity Knocks*, is reported to have said, *a propos* the Variety Club of Great Britain's fund-raising for handicapped children: "The real handicapped are all the children suffering from our education system." It seems he went on to ask the Variety Club to fund an organization to rid Britain of comprehensive schools and bring back the three Rs.

Well, no one can complain about

Unto the breach, dear friends

John Gretton argues that local government has done better than expected in finding ways past the Government's cash limits

Local government in general—and education in particular—can now be seen to have done much better out of this year's rate support grant settlement than seemed possible at the time of the April budget. They have breached the Government's attempt to impose a form of cash limits on the main settlement. And they have done this by using the Consultative Council on Local Government Finance created by the Government to keep a tighter rein on local government spending.

Most of the talk about cash limits has centred on the £480m which the Government have said is all local authorities can have this year to help them cope with inflation. Certainly it is an innovation, though it is so hedged about with escape clauses that its observance is sure to come a poor second to its breach.

Though scarcely noticed at the time, the biggest innovation lay in the Government's attempt to put advance limits on the main settlement. After last year's public expenditure review, the Government announced that they were allowing a 3 per cent growth rate for local authority spending, reduced in the April budget to 1.5 per cent. This 1.5 per cent was based—and this was the innovation—not on the out-turn, or what local authorities would actually spend, but on last year's estimates of what they would spend. The message from the Department of the Environment, in other words, was, "If you keep within the limits we agreed together last November, we will allow you to spend 1.5 per cent more next year, but if you don't, there will still be only 1.5 per cent leeway between estimates and spending. If you overspend by more than 1.5 per cent, then the money will be nothing. We will not consider any relevant expenditure for 1976-77 any estimates that in real terms, are more than 1.5 per cent over last year's estimates." That is where the limits lay.

In July, from the evidence available to the Government and local authority working parties, it looked as though the 1.5 per cent would be accounted for by overspending, then thought to be running at 2 per cent. Local authorities were told they would have to budget for a "standstill"—no growth in real terms.

At the meeting of the consultative council on August 1 the local authority representatives asked for guidance from the Government on how they should advise their members to make the necessary cuts.

CSSE boards examine 600,000. Furthermore, for all the protestations to the contrary, the universities, employers and parents regard the GCE boards as the most reliable judges of scholastic achievement. The reputation for probity and independence which they have won has been built-up over many years. The voice of these boards cannot be ignored and must not be ridden over.

If the Schools Council have any sense they will not accept the JESC report in its present form. The Secretary of State cannot afford to allocate the GCE boards to such an extent if he wants to carry public confidence in the reform of the secondary school curriculum. He cannot afford to sanction anything which smacks of expensive reversion to its own sake; not which appears to pose a threat to academic standards in schools. There is already a powerful groundswell of reaction against the Schools Council. There is also concerned public opinion quailing at education which feels that the teaching profession is not maintaining acceptable standards. It is very important not to allow plans for the administrative reform of the examination scheme to add to the crisis.

public safety in educational issues. Norman St. John-Stevens, has been joined by a powerful ally in his campaign to save Britain from the horrors of a comprehensive future. Mr Hugh Green, described as the host of a television programme called *Opportunity Knocks*, is reported to have said, *a propos* the Variety Club of Great Britain's fund-raising for handicapped children: "The real handicapped are all the children suffering from our education system." It seems he went on to ask the Variety Club to fund an organization to rid Britain of comprehensive schools and bring back the three Rs.

Well, no one can complain about

Since there is always an element of committed growth (one year's spending is inevitably slightly higher in real terms than the previous year's), a standstill budget means a 3 to 5 per cent cutback. It is at this meeting that the suggestion was made to cut back on rising five.

For the last few years, the Government have been giving guidance to local authorities, after the rate support grant settlement, on how to interpret that settlement for their own needs. The circular from the DoE, the Department of Education and Science (10/75) and the Department of Health and Social Security in September was the first time that any guidance had been issued so early. It contained a specific reference to "standstill", it also excluded from that standstill any extra charges arising from sharply increasing interest rates. (This year's rate support grant order also excludes those from the inflation costs for which the Government have allowed £480m in this year's settlement—report on page 8.)

At the meeting of the consultative committee on October 21, the latest figures from the joint working parties suggested that local authority overspending was running at more than the 2 per cent estimate on which the standstill circular had been based. The difference was 0.8 per cent more—or the £82m referred to by Sir Robert Thomas, chairman of the Association of Metropolitan Authorities, in an article on this page two weeks ago.

If the Government were to stick to their principle of ignoring any estimates over 1.5 per cent more than last year's local authorities would have found the money themselves. This would mean putting up the rates or cutting back even further on their budgets—standstill plus £82m.

Those revised estimates, though, contained the interest charges, as indeed estimates of relevant expenditures always had. At this point,

the local authority representatives on the chair, referred the matter to his advisers. The result was an extra meeting of the committee called for November 10 days before the final standstill would be formally announced. The Department of the Environment admitted they had not appreciated the significance of excluding the loan charges local, though any local authority treasurer could have put them there.

The result was that the 1.5 per cent limit was breached by 0.8 per cent. The principle on which the Government were working was damaged, though not so badly that they did not start from the same point next year. But part of its significance lies in how the limit was breached.

There have always been tensions between local authority representatives and the Government, as the working parties at a regional level. But in the past, these have been few and far between—generally too late in the process to influence the outcome. The nationalization of the economy has changed all that. With regular meetings, every month, service by a specially-created division in the (more jobs for the civil service boys), Sir Robert Thomas and his colleagues from the other local authority associations are kept up to date.

They are also provided with ammunition. In fact, they have come so used to bargaining at the meetings, instead of just being told that they even wanted to meet at the final statutory meeting on November 21, that they are now used to bargaining at the meetings.

So, out of it all, the Government have got a slightly firmer hold on local authority spending, and local authorities have a much more effective say in how the limits will be reached. It is not yet clear.

Letters to the Editor

No appeal to international law

Sir,—Mr St. John-Stevens' recent speech at Croydon (TES, December 1) cited Article Two of the protocol of the European Convention on Human Rights. This reads: "No persons shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and teaching, the state shall ensure such education and teaching in conformity with their own religious and philosophical convictions." Mr St. John-Stevens added: "The United Kingdom, on accepting this protocol, made reservations so that it should be compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure." "It is certainly arguable, and in the opinion of legal authorities sus-

tainable, that the education programme of the present Labour Government promotes a single philosophy and so denies the choice to parents guaranteed by Article Two."

However, it is clear that the "religious and philosophical convictions" in the protocol refer to notions such as humanism, denominationalism, etc., and have nothing to do with the "single philosophy" referred to by Mr St. John-Stevens who uses "philosophy" to mean "organizational procedure".

Moreover, lawyers would no doubt grow fat driving their coach and horses through the United Kingdom's "reservations" about accepting the protocol, where exceptions of a very general nature are allowed.

Finally, if international law is being flouted, why has this argument never been used in attempts to prevent reorganization of schools? And what about all the local authorities to the point where the national systems are either completely comprehensive or wholly voluntary? The speech may well have a value for Mr St. John-Stevens. Most of the professional educationists I know, whatever their private views (which are immensely varied), are convinced that a transition to a comprehensive education is inevitable. Mr St. John-Stevens is not giving ammunition to those who often from well intentioned motives are going to make a change which in many cases will be a good one more difficult.

J. A. PHILLIPS, Battersea Grammar School.

Make special education truly special

Sir,—As one of the original students of the London Institute of Education's course for teachers of the physically handicapped, I was pleased to read Dr Simon Haskell's report in the *Sunday Times* on the state of the school of the handicapped. Dr Haskell's report is a welcome reinforcement of the lack of training opportunities for teachers in this field.

Not only are schools for the physically handicapped in the specialist teachers but education is now responsible for large numbers of severely physically and multiple handicapped children in day ESN schools. These children are often in the wrong place, for lack of suitable placement, which is a result of young and lack of suitable educational treatment and assessment, function at a subnormal level, whatever their true potential may be. Some are capable of integration into schools for the physically handicapped and subsequently into society, all are able to lead happier lives.

Teachers responsible for these children need training on the lines of the London course. Books and published papers seldom give practical guidance, even if teachers are able to devote long hours looking up references and research findings and trying to apply such knowledge to their own problems. The opportunity for study in depth of specific learning difficulties, medical

Oxbridge boards will fight all the way on 16-plus

Sue Cameron

Oxbridge examination boards have set out at Schools Council plans to oppose the administration of fifth and sixth form examinations. The three boards, all GCE boards, are the Oxford, Cambridge and the Oxford and Cambridge Delegacy. They also say they could not accept the new standards. The examination boards, controlled by the Oxford and Cambridge Delegacy and the Cambridge Syndicate. The proposals which they are so concerned about are contained in a report from a working party of the Schools Council's joint examinations subcommittee.

The report, which was officially published last Friday, calls for a new administrative structure for a common system of examination at 16-plus. It also says there should be a new administrative system for the 18-plus examinations.

A detailed statement follows which deals *inter alia* with the working party's failure to review other solutions; their puzzling views on the control of boards; their inconsistency in accepting the interrelationship between examinations at 16-plus and 18-plus and yet recommending that decisions on the 16-plus examinations should not wait until after the first stage of the Schools Council's own programme of studies into examining at 16-plus is completed; their precipitate timetable; and the complete absence of their report of details of the costs of their proposals.

The statement also asks which board would determine standards under the new system. It says that any levelling down or sacrifice of quality "for reasons of administrative tidiness" is unacceptable. It points out that the working party paid no attention to other alternatives, such as developing a common system of grading for existing examination boards or setting up two types of 16-plus examination with a single coordinated syllabus.

The boards go on to say that while teachers should be in the majority on an examining committee, it is unnecessary for the governing body of any examination board to be dominated by teachers. Parents, employers and institutions of higher education should all be represented on a governing body.

Mr Howard King, one of the two joint secretaries of the Oxford and Cambridge boards, said he was not against a common system of examining at 16-plus. Every one was aware of the difficulties faced by pupils in the middle range of ability, but what was needed was a more evolutionary approach.

"Frankly this whole exercise has been started too late. It has not been done thoroughly and one cannot

intervene and decide role over urban aid.

Mr Alexander Lyon, Minister of State at the Home Office, said he deeply regretted what had happened in Liverpool.

A recent visit, this has been a further of the deepest frustration to the voluntary organizations involved in the decision-making process.

Mr Steen said this week that the Liverpool Council had behaved like the Soviets, and wrecked the morale of the voluntary bodies. Having set up a democratic process, they decided they didn't like the conclusion that had been reached. So they drove in their tanks, said to hell with you lot, we're going to do it our way."

He was supported by Mr Jonathan Croll on the background to the Liverpool community row, pages 18, 19.

Liverpool 'stab in the back'

Liverpool city councillors' decision to throw out applications for urban aid from voluntary organizations and submit schemes of their own to the Home Office was criticized in the House of Commons last week. Mr Anthony Sen, MP, it shattered the good faith and trust built up over the years between the city's statutory and voluntary bodies. It was a stab in the back.

Mr Steen, who is a former director of the Young Volunteer Force, was speaking during an hour-long debate he instigated on community alienation through the handling of urban aid proposals. He was supported by Mr Eric Ogden, a Labour MP, who suggested that the Home Office would risk upsetting people in Liverpool by adopting a more

NUT want staff governors

Teachers' heads and parents should be represented on school governing bodies, the National Union of Teachers say in their evidence to the inquiry on management and promotion of schools.

The NUT say heads and elected representatives of staff must have equal rights on governing bodies. They want the system of a governing body for a group of schools to be abolished.

The union says parents and teachers must be democratically elected to governing bodies during the day to ensure that this is done. The need for them has been made clear in a number of recent disputes. More Taylor evidence, page 9.

Nothing less than £6

Teachers' leaders agreed last week to seek their new pay claim within the £6 a week limit laid down by the Government.

At a meeting of the teachers' panel of the Burnham Committee, it was unanimously decided to ask for the full £6 increase for all teachers. Though they are keeping to the incomes policy agreed by the TUC and the Government, the teachers' unions were adamant this week they would not accept less.

If the new pay claim goes through, teachers can expect an extra £312 a year, which will cost local authorities just over £3m.

Mr Douglas McAvoy, assistant general secretary of the National Union of Teachers, and Mr Bernard Wakefield, assistant general secretary of the National Association of Schoolmasters, said this week they did not think the local authorities would attempt to offer less than the £6 a week, in addition to any salary increments. If they did offer less, they would start a battle with the teachers that could place the whole pay policy in jeopardy.

Differentials stay, say DES

The Department of Education and Science this week flatly denied claims by the Association of University Teachers in the wake of their cost of living settlement that the principle of comparability between further education and university teachers' pay was laid down in the 1964 Education Act.

Mr Laurie Supper, general secretary of the AUT, claimed that the DES had acknowledged that a lecturer's salary should be a salary lead over teaching grades within polytechnics.

He said that the arbitration tribunal, which considered the university teachers' pay claim in May, accepted that "comparability" meant the significant differences between work done in universities and in further education merited recognition. He added that the DES had accepted the tribunal's findings and hence the principle of the salary lead.

"It does not so much kill thought as kill the interpretation of thought that inspired 'comparability' was 'parity'."

In this week's settlement, university teachers got the £6 a week maximum under the Government's incomes policy in settlement of their outstanding cost of living claim. The starting salary of a lecturer will now be £13,174 and the minimum for a senior lecturer £6,234, backdated to October 1.

The Government have also promised negotiations on the general level of salaries, and say the AUT, on restoring their salary lead, they mean the significant differences between work done in universities and in further education merited recognition. He added that the DES had accepted the tribunal's findings and hence the principle of the salary lead.

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Cabals and confrontations

Cabals and conspiracies, calumnies and confrontations, they crowd the evidence now coming before the Tyndale inquiry—as after a month of preliminaries—it gets to grips with its central task of examining the managers and the teachers.

The managers are the first to tell their story, and to face days of cross-examination, in their case mainly by the counsel for the head and six of his staff. The managers who are in the process of giving evidence include the present and former chairmen.

This week the inquiry heard of rumours that a paragon game was being used as an instrument of invisible subversion; of a manager who canvassed a petition to the Junior London Education Authority without asking the Junior School parents to sign it; of moves to get other schools to "black" juniors

transferring from Tyndale; of the way press leaks were used to pressure the ILEA and the teachers; and of children allegedly wandering the streets because teachers did not believe in "counting heads".

There were revelations to come out of alleged masterplots in the background—red plots, already referred to by an ILEA witness, among North London members of the National Union of Teachers, and a pink one said to involve Islington Labour politicians. But amid the assurance of accusations and counter-accusations, each group kept returning to its main theme: one manager after another protesting that he or she acted out of desperate concern for the Tyndale children and the rights of their parents; and the teachers' counsel suggesting that it was those very acts that caused the damage to the school and its pupils' interests.

WILLIAM TYNDALE SCHOOL

London inquiry Week six
Report by Mark Jackson

'Contempt for parents'

Mrs Stella Burnett, former chairman and first of the William Tyndale managers to give evidence, said that Mr Terry Ellis had told her he did not give a damn about parents, managers, "or anybody else". He described parents as "middle-class fascists" out for their own children.

In another conversation early this year he told her he was doing his best for the black and deprived kids but thought that no one could provide for ordinary kids as well.

She decided to canvass for signatures for a petition to the ILEA only after learning that the staff had proposed and seconded a resolution in the North London Teachers' Association barring children from associating with other schools.

"This seemed to me again to show a contempt for parents' rights, possibly infringing the 1944 Act. The staff appeared ready to lock in the children."

Mrs Burnett added, in cross-examination, that she had no evidence that any of the schools had refused to accept Tyndale juniors as a result of the resolution. But it was the teachers' attitude over this and their action in denying entry to the school to the managers, that decided her to

ring the education correspondent of *The Times* on June 30 and to supply him with background on what was happening in the school.

Earlier, Mrs Burnett told the inquiry that she was a former second, a teacher and had always had considerable sympathy with the philosophy of Mr Ellis and his staff, their concern for disadvantaged children and their emphasis on making children responsible for their own learning and social behaviour.

She had become concerned not about the philosophy, but how it was put into practice.

In the summer of last year, Mrs Ellis and his staff began to claim that there was a political conspiracy against them.

Mrs Burnett listed six separate conspiracies which the teachers had alleged were mounted against them in 1974, including a "parent/dinner lady conspiracy" and one by the infant school.

Mrs Burnett said she liked Mr Ellis and was shocked when the deputy head, Mrs Irene Davies, told her he was afraid that the head was "the weak link". It was after the absence of both Mr Ellis and the deputy head, Mrs Irene Davies, that Mr Rice had said he thought the school had been run rather better while Mr Haddow was in charge.

The tale of Derby day

Who organized the petition that called on the ILEA to take urgent steps about William Tyndale Junior School, the inquiry's chairman, Mr Robin Auld, QC, has asked—as yet without an answer.

None of the managers who gave evidence earlier this week seemed able to name the originator.

Mrs Aelffyrth Gittings, one of four managers, who the inquiry learned played a major part in relaying "parents' anxieties" to the school, said she collected signatures and passed on forms to friends.

Mrs Gittings said she collected signatures because she thought it might provide evidence of "community concern", which Mr Harvey Hinds, chairman of ILEA's schools sub-committee, had told her and the other managers who had gone to see him might lead the authority to take action.

Mrs Gittings told the inquiry of a series of incidents that she had witnessed at the school, some involving one of her sons.

She described how he had spent the whole afternoon of Derby day last year watching the race or associated programmes on television.

She was questioned at length by the inquiry's chairman on why she gave a copy of the confidential interim report of the team who carried out the formal inspection of the school in October to the press.

Mrs Gittings said she had asked Mr Brian Tennant, the chairman of ILEA, if she could give her husband the report to take to *The Guardian*, for whom he worked as a freelance.

Mrs Gittings said that she was hoping to stigmatize the teachers, who were on strike during the period covered by the report, out of returning to the school.

She agreed with Mr Auld that she knew that the inspectors had said that a full inspection was warranted and that the report would be required as evidence for the inquiry.

That being said, it seems only right to take an honest look at our place in the economy.

It may be regrettable but it is a fact that education is less popular than it was because it does not seem to have delivered the goods. Social equality, improved public behaviour, rising standards of literacy, improved productivity, were all expected to follow from the provision of more and better facilities for education.

In some areas of our general life there has been a rise in the mood. Oddly enough, the British economy has been striking. Nevertheless, we must accept that the improvement in other respects has not been as dramatic as we would have liked.

Education has fewer allies now in progressive circles than it had for a century or more. It is hardly surprising that it is under attack in the light of our economic circumstances.

The question is whether the circumstances will alter in the next two or three years and whether education will once more take high place in public spending.

I do not see how short run measures can help. I feel that I would be more optimistic about the long run.

Salaries, whether in administration or in teaching, have never been so good—with the exception of university teachers who have been twice caught in the wages policies of successive governments. We are therefore better placed to face this round of cuts.

This will not make them any more pleasant, particularly to those of us who were basing careers on the expectation that there would be substantial growth in our own

Rumours of 'revolutionaries'

A former Islington Labour Party secretary, Councillor Robin Mabey, stated William Tyndale Junior School in September last year. He told the inquiry on Tuesday that his visit was as a manager and chiefly to investigate rumours that the children were being politically indoctrinated. One rumour was that the children were being taught to say Monopoly so that they might earn to overthrow capitalism, he said.

Mr Mabey could not remember who told him, but he assumed he had heard that there were allegations of political indoctrination when he was talking with a group of women managers.

He denied questioning the staff about an alleged militant group in North London which was recruiting bright children to become "revolutionaries" and deliberately jarring others, including Tyndale juniors, so that they would become a cannon fodder for the revolution.

What he asked about, he insisted, was a rumour of the existence of a militant group seeking to change society through the schools and had accepted the staff's assurance that the allegations of indoctrination were untrue.

Mr Mabey said that he became concerned at his first managers' meeting in June, 1974, two months after his appointment. A breakdown of playground discipline was reported and he also noticed "a somewhat political flavour" in the reports of the teacher manager, Mr Brian Haddow. As well as trying to get the managers' backing for the teachers' pay action, Mr Haddow had asked whether children from well-off families should be taken on school journeys.

He might have felt differently about the matter if he had realized that Mr Haddow was talking about giving priority to disadvantaged children, he told Mr Richard Harvey, who is representing the head, Mr Terry Ellis, and six of the teachers.

What he had seen during a brief visit to the school did not bear out the complaints of playground bullying, but he remained uncertain about educational matters. When he visited the school in September to ask the staff about the political allegations, his impressions of a lack

of structure were reinforced. After conversations with Mr Ellis and Mrs Dorothy McColligan, a teacher, he felt there was an awareness of the need to be responsive to parents' wishes.

At a special managers' meeting Mr Mabey moved a resolution urging support for the school, after Mr Ellis had conceded that allegations of political harassment made by the teachers did not refer to the managers. Although Mr Haddow disagreed with Mr Ellis, he did not offer any evidence.

Replying to Mr Harvey, Mr Mabey said that if the allegations did, in fact, involve the managers, then he would want them cleared up.

Asked by the chairman, Mr Robin Auld, QC, whether the teachers' case alleged that the managers were involved in political acts against them, Mr Harvey said that there was evidence that the managers were interfering with the educational activity of the school in a political way.

On a third visit to the school in the spring term of this year Mr Mabey said his paramount impression was of a lack of order and of learning. In March he heard for the first time at a meeting of the St Mary ward Labour Party, where some managers had been to see Mr Harvey Hinds, chairman of the schools subcommittee, the previous month.

He said: "At this point I had formed the impression that unless the managers pressed the matter, the authority would do nothing." He had been told by Mrs Elisabeth Hoodless, a manager, that the Tyndale roll had dropped while those of other schools were increasing. He feared the ILEA were hoping to close the school; he was not prepared to let that happen.

In the light of the report from the managers who had met Mr Hinds, the ward agreed to put forward a resolution to the party's general management committee. He did not recall any conversation with Mrs Anne Page, the borough's ILEA member at this time.

Mr Mabey said that he first heard at the annual meeting of the borough council of the petition which was circulating, and discussed matters with a few managers before the managing body met a week later, on May 19. He was worried about

children at the school and feared a further exodus at the end of term, and that the authority were failing to come to grips with the situation at either official or political level. He therefore put forward the motion at the managers' meeting, calling for consideration of a reorganization of the school. He agreed that the resolution closely resembled the wording of the petition.

Mr Auld asked Mr Harvey if it was his case that the managers sought the reorganization in order to remove Mr Ellis, and was told that it was. Mr Mabey added: "It would be going too far to say that we were saying we should take positive steps to get rid of him."

Was it not implied in the May resolution, suggested Mr Harvey, that the head and other teachers should be removed? "Perhaps you should ask the person who drafted it," replied Mr Mabey.

Mr Harvey wanted to know if that was Mrs Hoodless' view, or whether it was or not, but I imagine that it was," Mr Mabey told him. Time and again during his evidence, Mr Mabey was asked by Mr Harvey whether Mrs Hoodless took part in discussions or decisions or was the source of his information. Mr Mabey, who told Mr Harvey he had rejected "on principle" suggestions from Mr Ellis in 1974 that he should not visit the school without an announcement, said he had arranged to visit the school on June 20 this year. He regarded a letter which he got the day before the visit as "obstructive to my duties as a manager" and therefore asked to be accompanied to the school by a representative of the authority.

Mr Hinds said he could not agree to that as it would appear to be taking sides. "At no time did Mr Hinds advise me not to visit the school," Mr Mabey told Mr Harvey. Mr Harvey suggested that Mr Mabey would have gone to the school whatever Mr Hinds said, and Mr Mabey replied: "I believe that those of us who act in a representative capacity have a duty to further and protect the interests of those we represent, and that was how I interpreted my duty."

Mrs Gittings said: "Your duty as a manager or as a councillor?" "They run in parallel," replied Mr Mabey.

Mr Mabey said that he first heard at the annual meeting of the borough council of the petition which was circulating, and discussed matters with a few managers before the managing body met a week later, on May 19. He was worried about

lousy that the producer made them go to another one—German, of course. All that culture on top of our ordinary jobs is a bit wearing.

PERSONAL COLUMN

John Vaizey

We've never been less popular

If you are interested in and concerned with the arts, as I am, the question of philistinism must loom large. In recent years Britain has been among the least philistine of countries, with admirable music and theatre, and above all, of course, the BBC. The general level of artistic achievement by performers has risen by leaps and bounds, and the sophistication of the audience has notably advanced.

All these owe a great deal to the schools and colleges, prompted too by excellent administrators. But there is a very strong dislike, both on the left and on the right, as though the alternative to high culture were a genuine folk art and not the rubbish that is pressed out of Radio 1 and 2 and the commercial stations.

I must also admit to an allergy to folk art.

I have a strong dislike for people who complain about being too busy. However, makes life more complex. A son and a colleague in University College Hospital, my own need to have two teeth capped and a new pair of glasses; together with birthdays and memorial services—all

require a certain degree of rearrangement of my diary. As my old tutor said of Christmas: "It does interrupt the work so."

Nobody can fail to be impressed by University College Hospital. It is extremely cheerful and overwhelmingly reassuring by its quiet efficiency. I have done participatory childbirth there twice—on the first occasion the only Englishman in a room of 13 people—and my regard for the hospital survives even these episodes brought in by an excessive regard for trendy opinion.

Shared experience. Having me on the "delivery room" is like making Mrs Castle Minister of Health—a

mistake. I didn't faint but I couldn't think of anything to say.

Can you remember who is Secretary of State for Education? Presumably not. Why no Sids in this administration?

The air is full of rumours—and so are the newspapers—about cuts in educational expenditure.

I think a candid look at educational expenditure will show that circumstances this time are different from what they were in the last round of cuts. As a result of great efforts by government, local authorities and teachers during the past 20 years, most children and students are now taught in modern buildings. Classes have never been so small, on average, though of course some are still too big. There are more teachers than ever before in the face of a birthrate which is declining fast.

Salaries, whether in administration or in teaching, have never been so good—with the exception of university teachers who have been twice caught in the wages policies of successive governments. We are therefore better placed to face this round of cuts.

This will not make them any more pleasant, particularly to those of us who were basing careers on the expectation that there would be substantial growth in our own

Europe group study school—HE link

from Paul Moorman

in the eve of the Common Market education ministers' meeting in Brussels, the French Government is trying to launch a European fund for higher education.

At the same time, Professor Asa Briggs, vice-chancellor of Sussex University, announced research undertaken by the European Institute of Education, who have set up headquarters in the University of Paris-Dauphine.

The institute, founded in January, is an offshoot of the European Cultural Foundation. Professor Briggs, who is the chairman of their governing council, was speaking at their first meeting in Paris.

Although the institute would concentrate on the post-secondary sector, this did not mean that studies would be forgotten, said Professor Briggs. "We shall be looking at the relationship between school education and post-secondary education and the employment of those who have gone through it, reaching forward into the changing patterns of work and leisure."

The institute would carry out research on the contribution higher education could make to regional development. This was especially significant for Britain in the context of the debate on devolution.

Studies on student mobility, paid leave from work and the functioning of youth services were also advanced.

The institute, directed by Dr Ludovic Cerych, is non-profit making. Their money comes from bodies such as the EEC, the Council of Europe and the Carnegie Foundation for the Advancement of Teaching. They also hope to attract aid from private enterprise.

The institute see themselves as complementary to, rather than in competition with, the established research departments at Sussex, the EEC and the Organization for Economic Cooperation and Development.

They emphasize their independent stance and aim to produce reports free of political control.

The French scheme for a European higher education fund, so far only discussed in the most informal conversations between some of the EEC education ministers, is likely to arouse controversy because of the large sums of money being mentioned.

It is understood that M Jean-Pierre Solon, the French Secretary of State for Universities, has been indicating a provisional allocation of £25m a year in private talks with the West Germans, Dutch, Italians and Belgians.

The EEC member governments, EEC and private business might all contribute to the fund, which is intended to finance research into higher education level in Europe should proceed through an independent body controlling major funds on the lines of the large American foundations.

So far, neither Mr Fred Mulley, the Education Secretary, nor the Department of Education and Science appear to have been sounded out. It seems certain that Britain would want guarantees about the objectives and rationale of the proposed fund.

Despite the huge sums involved, French supporters of the scheme argue that hard-pressed British universities could benefit financially. The fund might help groups of institutions in the EEC to work together on a common programme leading to a common, mutually-recognized degree.

Britain has the lowest proportion of 16 to 19-year-olds in full-time or compulsory part-time education compared with the developed world, according to the latest issue of *Social Trends*.

Produced every year by the Central Statistical Office, this publication brings together a variety of tables on social matters, most of which have already been published in official or unofficial collections of figures.

A table from the OECD Yearbook of Education Statistics shows that in 1970 42 per cent of British 16-year-olds were in full-time education, compared with 61 per cent in France, 67 per cent in Denmark, 79 per cent in Japan, 89 per cent in Canada and 94 per cent in the United States.

International comparisons are, of course, suspect, as much depends on definitions and how the figures are collected. For example, the only major country with a lower proportion of 16 to 19-year-olds in full-time education is West Germany, who also has a system of compulsory part-time vocational education for all young workers.

The gap between Britain and the other countries is just as marked for 17 and 18-year-olds. In 1970 26 per cent of British 17-year-olds were still in full-time education, compared with 42 per cent in France, 45 per cent in Japan (75 per cent), Canada (87 per cent) and the United States (96 per cent).

Social Trends also includes figures which show that more young people belong to clubs and similar organizations and there has been a substantial increase over the past 25 years. The main exceptions are the cadet forces. Membership of the Combined Cadet Force, for example, fell from a peak of 73,775 in 1960 to 40,579 in 1973. Membership of the scouts has stayed fairly constant, while the Boys

Brigade have experienced a slight loss in popularity.

Fewer education and school textbooks were published last year, the lowest total for over five years. In 1974 2,620 new titles were published, compared with a peak of 2,981 in 1971. But 1974 was a bad year for all kinds of publishing.

Television watching by 15 to 19-year-olds now averages 17.3 hours a week in winter. This is at least as high as any other age group: children aged five to 14 watch the most—24 hours a week on average, slightly less than their average for 1973.

In 1974 118,000 boys, out of 275,000 who had left school, were on apprenticeships. The number who received no training of any sort was much the same for both sexes—approximately 80,000.

There were fewer dangerous drug addicts under 20, 64 last year, compared with 142 in 1970. Teenagers are now least likely of all age groups to be on dangerous drugs—the main addicts are aged between 20 and 30—compared with any age group and between 15 to 19-year-olds on regular smokers.

The Department of Education and Science is the most efficient ministry. Since 1969 only 11 complaints to the Ombudsman have been upheld against the DES, compared with 34 for the Department of Employment and nearly 60 for the Department of the Environment.

Social Trends No 6. HMSO £4.90.

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Britain has the lowest proportion of 16 to 19-year-olds in full-time or compulsory part-time education compared with the developed world, according to the latest issue of *Social Trends*.

Produced every year by the Central Statistical Office, this publication brings together a variety of tables on social matters, most of which have already been published in official or unofficial collections of figures.

A table from the OECD Yearbook of Education Statistics shows that in 1970 42 per cent of British 16-year-olds were in full-time education, compared with 61 per cent in France, 67 per cent in Denmark, 79 per cent in Japan, 89 per cent in Canada and 94 per cent in the United States.

International comparisons are, of course, suspect, as much depends on definitions and how the figures are collected. For example, the only major country with a lower proportion of 16 to 19-year-olds in full-time education is West Germany, who also has a system of compulsory part-time vocational education for all young workers.

The gap between Britain and the other countries is just as marked for 17 and 18-year-olds. In 1970 26 per cent of British 17-year-olds were still in full-time education, compared with 42 per cent in France, 45 per cent in Japan (75 per cent), Canada (87 per cent) and the United States (96 per cent).

Social Trends also includes figures which show that more young people belong to clubs and similar organizations and there has been a substantial increase over the past 25 years. The main exceptions are the cadet forces. Membership of the Combined Cadet Force, for example, fell from a peak of 73,775 in 1960 to 40,579 in 1973. Membership of the scouts has stayed fairly constant, while the Boys

Brigade have experienced a slight loss in popularity.

Fewer education and school textbooks were published last year, the lowest total for over five years. In 1974 2,620 new titles were published, compared with a peak of 2,981 in 1971. But 1974 was a bad year for all kinds of publishing.

Television watching by 15 to 19-year-olds now averages 17.3 hours a week in winter. This is at least as high as any other age group: children aged five to 14 watch the most—24 hours a week on average, slightly less than their average for 1973.

In 1974 118,000 boys, out of 275,000 who had left school, were on apprenticeships. The number who received no training of any sort was much the same for both sexes—approximately 80,000.

There were fewer dangerous drug addicts under 20, 64 last year, compared with 142 in 1970. Teenagers are now least likely of all age groups to be on dangerous drugs—the main addicts are aged between 20 and 30—compared with any age group and between 15 to 19-year-olds on regular smokers.

The Department of Education and Science is the most efficient ministry. Since 1969 only 11 complaints to the Ombudsman have been upheld against the DES, compared with 34 for the Department of Employment and nearly 60 for the Department of the Environment.

Social Trends No 6. HMSO £4.90.



Migrant workers' children: their education is a key issue at the Brussels meeting.

Brussels plea for top-level education inquiry

In a surprise move, the EEC education ministers discussed an emergency resolution in Brussels on Wednesday calling for a top level inquiry into education and employment in the Common Market.

The initiative for the inquiry came from West Germany with the backing of EEC officials. It was not on the agenda in front of Mr Mulley, the Education Secretary, and the other eight ministers.

The West Germans want a high-powered task force set up to investigate and report back in time for a special education ministers' summit next year.

Retraining, apprenticeships schemes, counselling and guidance, manpower planning, graduate employment and the nature of unemployment were all vital areas of common concern, the West Germans argued.

The ministers were also discussing implementation of the community's first education action programme, for which £300,000 is being provisionally allocated. Migrant workers' children, mobility, the teaching of foreign languages, equal opportunity to all forms of education and cooperation in higher education were the key issues.

London college reprieved

All Saints College, Tottenham, a Church of England college of education threatened with closure, is to be allowed to take students for another two years, the General Synod of Education decided last week. But St Peter's College, Salisbury, which was also hoping for a reprieve, is to close.

As a result of the board's decision, three colleges will close: Hockerill College, Bishops Cleeve; Sarum St Michael, Salisbury; and St Peter's, Culham College, Oxfordshire, has already been reprieved.

In a statement the board said that it would allow All Saints to remain open for an extra two years, the remaining church colleges will have to cut their total intake. Their targets for 1981 will be unchanged.

Next week

Colin MacInnes on visual education. Religious Education in schools: views from a parent and a teacher.

Araminta Wordsworth on the London Film Festival. Books: Bill Noble on English as a foreign language; Geoffrey Parkinson on family therapy; Denis Roberts on the Longman Imprint Series; mathematics textbooks.

Choice of questions confuses O level marking

by Bob Doe

Executive fight off secret ballot bid

Attempts by right-wing students to introduce a secret national ballot in elections to the National Union of Students' executive failed at the union's conference at Scarborough this week.

The conference confirmed by a two to one majority the present system of electing leaders. But it only narrowly decided not to cut the salaries of its four full-time officers. Democracy in the NUS was the major debate. During it the union's voting procedures came under scrutiny for the first time in 10 years. Opposition to the present system of election by delegates from the floor has been building up during the past year, mainly through action by Conservative, Liberal and moderate students.

The moderates proposed the kind of secret ballot used by the National Union of Mineworkers in their elections.

Mr Leighton Evans, Newcastle Polytechnic, said there were 750,000 full and part-time students in the NUS. "You represent 200,000 of those students at the outside. We are concerned at the attitude of the average student towards the NUS. It is not even an attitude; it is absolute non-concern with everything to do with the union."

"The NUS effectively divorces the majority of students because of the minimum number of people who come to these conferences assuming they represent the nation as a whole. An amendment which would limit secret ballots to the top four posts—president, deputy, secretary and treasurer—was put forward by the Federation of Conservative Students and opposed by the sole Liberal on the executive, Mr Francis Hayden."

He supported the main motion and feared that if anything less than that was passed, the right wing would take control of the union and create an "out-going, self-perpetuating oligarchy".

Mr Alan Stewart, deputy president, said he had been told by the Electoral Reform Society that neither the union nor the amendment would work.

"We believe that the issue of democracy is something that has to be raised on the floor of this conference, and that is why we wrote to the Electoral Reform Society and asked them the very questions that you yourselves are asking. Their response was that the propositions being put forward in this amendment and embodied in the substantive were unworkable, unworkable and quite unprincipled."

This was denounced as a "puck of lies" by Mr Derrick Everett, Imperial College. "When we heard that the ERS had denied that the ERS had made any such statement at any time."

The letter was then held up and waved to the conference by Mr Clarke who said that anyone could read it if they wanted. "Unfortunately for the executive, the Conservatives did read it and, in fact, reprinted it and circulated it to all the delegates."

Nowhere in the letter did Major Britton say the secret ballot would be unworkable. He said that if it were introduced it need not necessarily undermine the union's structure although it might do so. To conduct a national election efficiently, a centrally held national register would be essential. But a register could not be introduced until the proper machinery had been set up.

There was a strong case, he said, for leaving things as they were, he said.

Fresh attack on the Front

The National Union of Students are to ask the Home Secretary for a public inquiry into events at the Institute of Science and Technology, Manchester University, last week, when the National Front were alleged to have invaded a meeting and started a riot.

The incident was described to delegates by Mr Peter Wright, from the Institute. He said that chairs, bottles, half bricks and a chunk of concrete were thrown at people attending a meeting organized by the National Council for Civil Liberties on "The State, the Law and Ireland".

Delegates at Scarborough discussed the National Front in an emergency debate and Mr Wright declared that the organization

could voting, which enabled delegates of large universities to have thousands more votes than delegates from smaller colleges should be ended.

Every delegate should vote as an individual, and the delegates should be chosen by ballot in their own colleges. "Would this not go a long way to meeting the pressure for national individual voting?"

There was a case for direct election of the four full-time officers. He recommended that the 11 others should be elected by single transferable vote. "I believe this step would greatly promote the internal health of NUS and would stimulate interest in it."

Major Britton's letter is a political hot potato for the union. The Federation of Conservative Students said after the debate that they were going to circulate it widely. The Federation, the Moderate Students for Representative Policies and the Union of Liberal Students jointly expressed their "wholehearted disgust" at the misrepresentation of the Electoral Reform Society.

Mr Wright said that the defects of the present structure should depend on the suppression of the whole truth by the group whose interests are served by the present system, the three organizations in a statement.

However, during the democracy debate it was pointed out that 10 years ago, when the same system was used, the right wing controlled the union and did not raise any arguments about direct elections.

After defeating the first amendment, delegates were faced with a second one which rejected national ballots and retained the status quo. This was carried by 344,473 votes to 115,720.

A third amendment was then proposed to link the full-time officers' salaries to student fees. It was argued that they were less likely to be responsive to the membership if they were financially better off. Present salaries are £3,200, with £100 for each reelection. The amendment said this should be cut to 52/30ths of the main rate of grant, or about £1,400.

The executive strenuously opposed this, except for the treasurer, Mr Hugh Lanning, who said there was a great deal to recommend tying salaries to grants.

Delegates had been debating the issue for nearly three hours. With only four minutes left before the gong sounded at midnight, the chairman, Mr Peter Ashby, tried to wrap everything up. A procedural wrangle started, the vote was taken and the amendment declared carried, although it looked as if it had failed.

With only two minutes left, a revolt was demanded. This was again unclear but no decision was announced.

The main motion was then put to the vote and declared lost. There was an uproar, with cries for resignations and shouts of "Fix, fix, fix."

The electricians, who had been working since 9 am, switched off the microphones and left. Then the lights went out. If it had not been for the shouting, the delegates would have been voting by ballot.

In the event everything passed off quietly. A card vote on the salaries amendment produced 184,702 for and 204,426 against.

The NUS now retain their election procedure and nothing has changed.

NUS conference Reports by Stephen Cohen



It must be the sleepy sea air at Scarborough...

Students seek trade union allies in cuts campaign

Students and trade unionists must campaign together against cuts in educational spending, Mr Charles Clarke, president, told the conference.

"The natural allies of the student body are no longer the chambers of commerce; they are the trade unions," he said in his opening address.

Students were part of economic reality. "No longer can students necessarily assume that they will find themselves in the upper reaches of business, administration or the professions."

"The overwhelming majority will have technical, clerical and skilled jobs or, at the present time, unemployment. The vast majority will be trade union members."

Cutbacks in public spending threw students and workers even closer together in opposition to the threats to livelihoods, to education and to our social services. "It is only too brutally clear that to chop £500,000 off the budget of a college means fewer jobs for staff, academic and non-academic, fewer places for students and lower educational standards. The only way

we can make progress is to fight side by side."

Cuts in spending had so far hit colleges of education and further education hardest. "The universities have so far escaped relatively unscathed. This is part of the Government's attempt to divide us. All of us must work together to defeat the cuts as if our own college was being dismantled or our own course destroyed."

The leaders of some large universities appear to be happier to stand by and watch the fight. They have not attended some of our national and local demonstrations nor mobilised for them. They seem to look at the fight to save education as though it had nothing to do with them. Their lack of concern will ultimately destroy even the sector they claim to represent."

It was not a coincidence that loans were being suggested as replacements for grants. "Neither is it coincidence that the attacks on the 60 per cent of overseas students who come from the poorest parts of the world should be intensified just when the British Government is trying to do oil deals in the Middle East."



Sue Slipman.

Floored by left and right

Sue Slipman (left), NUS secretary and convenor of the International Policy Group, was stripped of her responsibilities for international affairs after being censured for not protesting against the state of emergency in India.

The attack on Miss Slipman came from the left and right who combined to deal a sharp blow to the security of the ruling Broad Left group on the union's executive.

Miss Slipman, who is also an executive member of the Communist Party, was accused by Mr Dick Muggin, Stirling University, of following a pro-Moscow line. Students, he said, wanted a consistent anti-imperialist policy "whether the imperialism is of the American or the Russian variety."

Miss Jackie Webber, another Communist executive member, said no action had been taken on the

Ban wraps up college rag queens

Rag queen competitions, strip-tease posters showing women as sex objects were banned by the conference during a debate on student entertainments.

Ms Maria Duggan, Battersea College of Education, said a ban on sexist advertising, literature and word would be a great step forward. The sole opposer, Mr Tony Woodward, Twickenham College of Technology, said he was all for equality of the sexes, but he thought it could be achieved differently.

He tried to get some blocks to parade naked for the girls to see them," he said, to a loud chorus of jeers and hoots. "Artists throughout the past 3,000 years have proved that the female form is more artistic."

Ms Sarah Roelofs, Portsmouth Polytechnic, said she was all in favour of college shows and dances being a success, but not of sexist advertising where women were used to sell products.

The main point in the motion instructed the union's executive to set up an entertainment department to reduce the £500,000 lost last year on pop and rock concerts. Colleges and universities have been losing money because groups charge inflated prices, it was claimed.

Mr Ken Spencer, who helped draw up a report on the deficit, said the situation had been accepted for far too long. "It is no way benefits the members. It goes into the pockets of the major agencies, and the people who control the industry, the record companies."

The new department will act as a broker, arranging tours of groups in colleges and will eventually become an agency. Bulk purchase of equipment, lighting and amplification equipment will also be investigated.

£6 pay limit rejected

The Government's £6 pay limit has given a cold shoulder by the conference despite pleas that it represented the only positive hope for Britain's future.

Reminders that the limit had been endorsed by the TUC fell on the deaf ears of delegates representing 222,858 students, while 131,119 votes were cast in support of the Government's anti-inflation measure.

The claim for a main rate of pay of £985 a year was approved, while a £1,200 claim was rejected.

repression in India because the union had no policy on that country. This led Mr Peter Gillard, International Socialist executive, to ask why the union had sent a telegram to Argentina when there was no policy on that country. Conservative students voted to take away Miss Slipman's responsibilities because they were fed up with the resemblance of the international department's policies to those of the Soviet Union and the hold of the Broad Left. There was a resemblance, but it was pure coincidence. Mr Peter Davies, New University of Ulster, was elected to fill the executive vacancy created by the resignation of Mr Francis Hayden, a Liberal. Mr Davies belongs to the Broad Left, who now have 14 out of 17 executive seats.

Low blow at poor foreigners

Higher tuition and boarding fees for students from abroad were condemned by the conference. Mr Trevor Phillips, a vice-president, said three-quarters of these students had to scrimp and scrape for their education.

Discrimination over fees—£320 for foreign students, and £145 for home ones—was a "deliberate and systematic attempt to exclude overseas students who are not privately wealthy nor backed by government or business interests."

This restricted educational opportunities to the ruling elite in foreign countries.

Mr Ali Rashid, Bradford Univer-

DES too remote, councils complain

Department of Education and Science consults too little, too late with too closed a mind, the Education, Arts and Science Expenditure Committee said on Monday. Representatives from the Association of County Councils

and Sheila Wright, chairman of the AEA Education Committee, said the DES made little attempt to find out what was happening at grass roots. Their method of consultation was to work out the way they wanted to go and then ask people how to get there.

There was a feeling that on major issues the Department's opinions were already set and the room for consultation was small. Complaint would be improved if the DES was more willing to provide information in advance and allow enough time for consultation.

led by Miss Janet Fookes, the committee chairman, to compare the DES with other ministries. Mr Wright said it was easier to have proper discussions with the Department of the Environment, more difficult with the Department of Health and Social Security.

"Very often the lack of information and the lack of consultation of the DES with other ministries, and the people who control the industry, the record companies."

Asked about greater involvement by central government in the curriculum, the AEA representatives said they would not be against it. Mr Peter Sloman, the AEA education officer, said they felt the Schools Council "may have gone a bit wrong."

"The Schools Council has not, in fact, turned out to be the right way to tackle the curriculum, though I feel the money we have put into the Schools Council has not been wasted."

Mr Leonard Brown, education officer of the ACC, said it was impossible to realize the DES had different interests. Sometimes approval to failure to consult local authorities was merely failure to coordinate consultations with other bodies. Officials in the DES were more

inclined than officials in other ministries to hold views on what ought to be done, but this, he agreed, was because DES officials tended to be dedicated and spent the whole of their working lives within the department.



Sheila Wright.

Ms Elizabeth Coker, chairman of the ACC Education Committee, said that many of the principles enunciated by the DES originated in local authorities. She favoured some standing consultative machinery devoted specifically to education.

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Overseas students fill RSLA gap

Further education colleges filled empty places created by raising the school leaving age by taking on more foreign students, according to the latest DES figures.

The figures show that in 1973 the number of overseas students on full-time and sandwich courses rose by 25 per cent to 26,500. But the total number on these courses remained static at 304,000.

More than half the students were from Asian countries, Iran and Malaysia providing the two largest groups. There were also over 1,000 students from Cyprus, Greece, Hongkong, Kenya and Nigeria.

Nearly a third of all overseas students were on GCE courses. Nearly 3,000 were on ONC-OND courses; 2,000 on HNC-HND; and 2,600 on CNA first degree courses. The most popular subjects were electrical engineering, accountancy and other commercial studies, and music, drama, art and design.

Statistics of Education, Vol 3. Further Education 1973, HMSO £3.70.

Social work courses approved

The Central Council for Education and Training in Social Work have approved a new part-time course in social service at five colleges. It leads to a Certificate in Social Service.

The course has already begun at colleges of further education and technology in Bromley, Norwich and Stockport, and will start at colleges in the West Midlands and Strathclyde regions in the new year.

The council hope that courses will be set up in other centres within two years. All students save social policy and provision, families, individuals and communities. They can then choose from four options on children, adults, old people and communities. Special options after that prepare them for specific jobs.

Special classes doom immigrants to failure

Racist squabbles and fights occur all the way through school, said a London teacher at the weekend. The Asian child who cannot stand up for himself ends at the bottom of the pile.

Miss Sue Hutton, who teaches at Beaconsfield Middle School, Southall, told a conference on immigrant children organized by MIND, the National Association for Mental Health, that the authorities were going the wrong way about dealing with immigrant children's language difficulties.

Ealing's bussing service, which "shipped" 7,000 children to distant primary schools at a cost of £275,000 a year, was originally intended to help them with language problems. But Ealing was now under pressure to end the scheme. It disoriented the children, who were away from their own neighbourhood from 7.30 am till 4.30 pm every weekday.

Reception classes for immigrant children were supposed to be intensive language laboratories, "but the reality is that the kids can spend anything up to three years in them and they seem to ensure thorough academic failure". European

children were not put in these classes, though Ealing had a large Polish community. Young immigrants could sense the lack of sympathy for them from casual remarks by teachers. Many of them became ashamed of their cultural heritage.

Mr David Quinton, a psychologist at the Institute of Psychiatry, said a research project had shown that immigrant children were twice as likely to be badly behaved at school as indigenous children, although their behaviour at home was likely to be better.

Mr Bev Wedruffe, an ILEA inspector who chaired the conference, said that 15 years ago it had been possible to be optimistic about race relations. It was believed that integration would come about rapidly and easily in the stable economic society, and that there would be few language problems.

Things looked very different now. If schools were to meet the needs of today's young immigrants, teachers must look closely at the curriculum and at the relationship between school and family. This examination of attitudes should begin in the teacher training colleges.

over 100 private colleges and schools are now recognized. The Government have now revised the conditions for recognition and last week they launched a campaign to encourage more establishments to apply.

To help safeguard foreign students, the DES will issue through the Foreign and Commonwealth and British Council offices a note on the significance of recognition and its importance to foreign students. In Circular 13/75, sent out last week, Mr Fred Mulley, the Education Secretary, calls on local authorities to take an interest in these private colleges, even though they have no statutory responsibility for them.

Code for language schools

The Government are trying to discourage unscrupulous or incompetent language schools and similar private colleges, but they have refused to bring in new legislation.

At the moment anyone can set up a language school provided they only accept students over 16. This allows crooks and incompetents to cash in on the ignorance of foreign students. In recent years several bodies have called on the Department of Education and Science to take action against them.

Schools which reach a certain standard can apply for recognition by the DES in the same way that independent schools can become recognized. This is voluntary, and

Independent Television for Schools and Colleges

Out of School

A preview of schools television series for the Spring and Summer Terms

Monday 29 December

Programmes for 4-9 year olds

- 09.30 My World: stories...stories
- 09.40 My World: real life...real life situations
- 09.50 Stop, Look, Listen...environmental studies
- 10.05 Figure It Out...maths
- 10.30 Local regional variations
 - Borlser Time to Think
 - Grampian Living and Growing
 - More Mathman
 - HTV Am Hwy!
 - Scottish Time to Think
 - Thames Seeing and Doing...Fireman
 - Tyne Toes Living and Growing
 - Southern Seeing and Doing
 - Ulster Finding Out
 - Yorkshire This Island About Us...physical geography of Ulster
 - Living and Growing

Tuesday 30 December

Programmes for 9-13 year olds

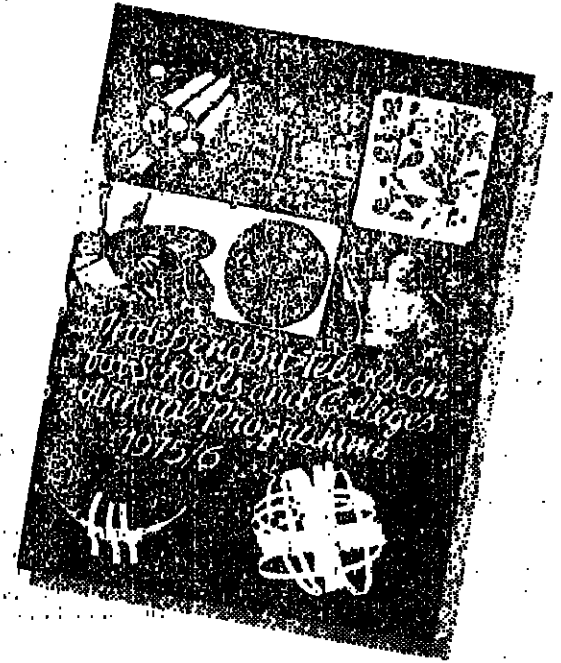
- 09.30 Good Health...health education
- 09.50 The World Around Us...general studies
- 10.05 How we used to live...social history
- 10.25 It's Life with David Bellamy...biology

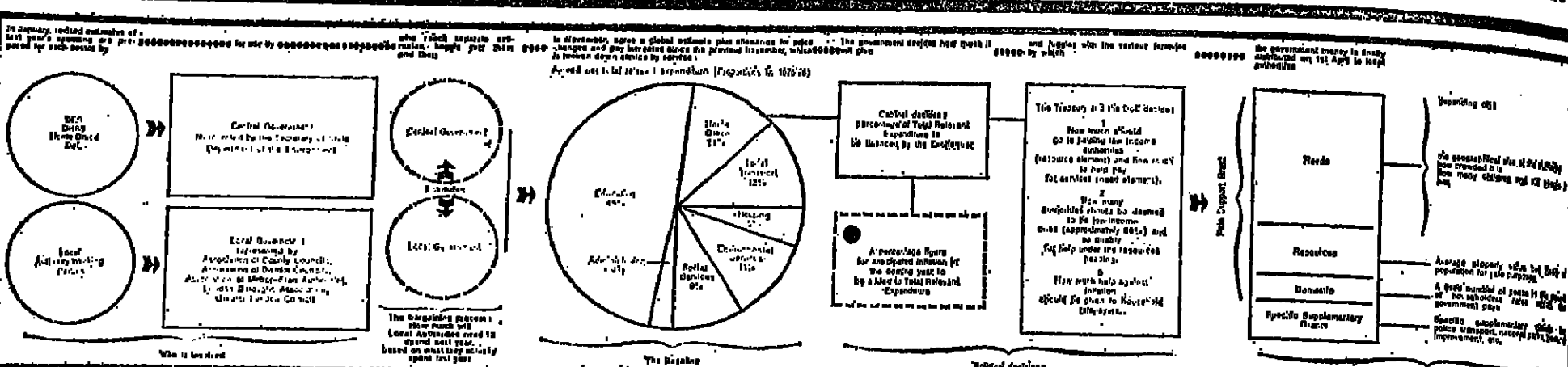
Wednesday 31 December

Programmes for students aged 13 and over

- 09.30 Music Scene...music
- 09.45 The Land...O'level geography of Britain
- 10.15 The Messengers...English/media studies
- 10.40 Le nouvel arrivé...French studies

For further details about all ITV programmes for schools and colleges please consult the Annual Programme booklet or contact the Education Officer at your local ITV company.





A long year's journey: the diagram of the rate support grant negotiations which we published on November 28. Below, this year's estimates of next year's relevant expenditure on which the Government's grant is based and the proportions being distributed under the heading of the three elements—needs, resources and domestic.

Ratepayers must fork out for education's extra cash

Local authorities will spend 2 per cent more in real terms on education next year. The Rate Support Grant Order, 1975, published last week, shows that the estimates on which the settlement was based allowed for a small but real growth in education spending.

But, in theory at least, most of that extra will have to come out of the rates, as the percentage of the estimates for all services which the Government are prepared to pay has dropped from 66.5 to 65.5 per cent.

The increased estimates for 1976-77, the order says, take account of "the expected growth in the number of pupils and students attending schools and colleges. It is intended to provide for a growth in the teacher force in the primary and secondary schools sufficient to maintain staffing ratios at the national levels achieved in the academic year 1975-76, but leaving no scope for any improvement in staffing standards."

The order also allows an increase of just under 2 per cent in the non-teaching costs of pupils and students. This will help authorities with declining rolls who are able to reduce their teaching staffs proportionately, in accordance with Circular 88/75 issued in September. This gave advice to local authorities on how to keep within Government spending limits. As a result some authorities are faced with a higher proportion of fixed overheads for each of the remaining pupils and students.

The total estimate of local government relevant expenditure was £10,610m. Of this £5,269m is allowed for education (see chart). This brings the proportion of education spending to slightly more than half the total; last year it was a fraction under.

The estimates for the personal social services at £674m, are £35m (or 4.2 per cent) up on last year. However, the order says, that "falls about 15m short of the full provision needed to continue services at the levels implied by developments up to the end of 1975-76".

At the time of the settlement, the Government announced there would be a cash limit of £480m over and above the settlement to allow for inflation. It is now clear that £472m of this will be for an increase order on the settlement itself, while £45m is allocated to

specific grants and £23m to supplementary grants. The order also makes clear what the Government mean by cash limits. These "require spending authorities, in managing their budgets, to take full account of changing pay and price levels. But there should not be an intolerable degree of uncertainty in the arrangements. The limits of rate support grants in 1976-77 will therefore be varied as necessary to take account of certain variations in costs (which are particularly uncertain)."

These highly volatile costs are spelled out as being loan charges or interest on debt incurred for capital spending, and some parts of the Housing Revenue Account.

The cash limits will also be reviewed if there is any new Government legislation or policy changes which entail an increase in local government spending—or if the rate of inflation turns out to be substantially higher than the 10 or 11 per cent for local government predicted by the Treasury.

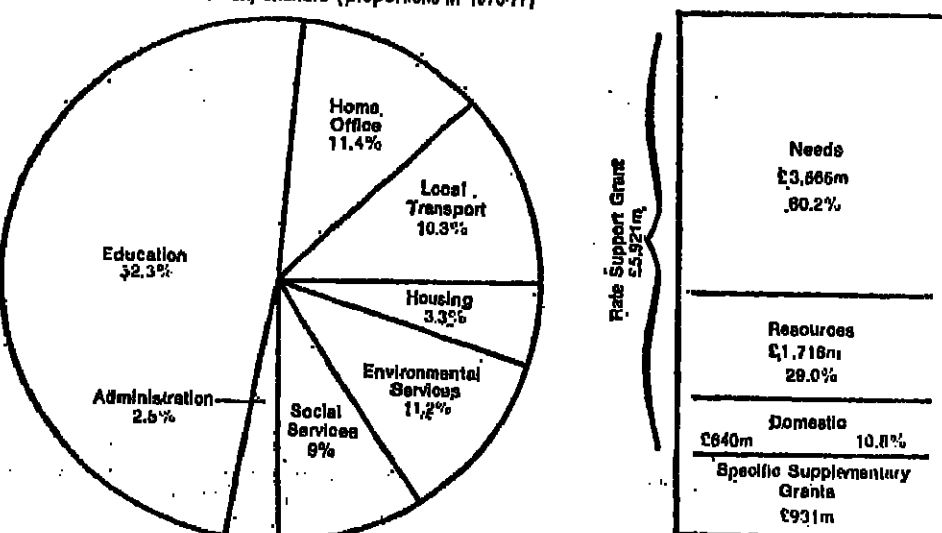
The order also explains how the settlement is to be distributed. The domestic element remains unchanged (£8.5p in the £ for England, 36p for Wales), as does the overall ratio between resources and needs (see chart). To assess the resources element, the "national standard" has been set at £176 this year—£6 up on last year.

The main difference, though, is in the calculation of the needs element. The result is that, taking resources and needs together, London's part in the share-out will rise from 12.4 per cent last year to 14 per cent this year. This has been achieved by calculating London's spending needs apart from the rest of England and Wales.

London's needs turned out to be so much greater than anybody else's that it was impossible to take account of all the difference. To do so would have meant a special increase in the total settlement or a huge distortion in the normal distribution pattern. So, in the final calculations, only one third of the discrepancy between London and the rest of England and Wales was allowed for. Local Government Finance: the rate support grant order 1975. HMSO 35p.

John Gifford

Agreed not total relevant expenditure (proportions in 1976-77)



Only 37 direct grants opt for state system

by Philip Venning

Parents could contribute £20m a year extra to education as a result of the decision of most direct grant schools to go independent when the direct grant ends next year.

So far 108 schools have announced they will go independent, while 37 have told the Department of Education and Science that they plan to become comprehensive and join the maintained system. This leaves another 29 who have until the end of the month to make up their minds.

It is now expected that between 115 and 120 schools will opt for independence. This means that, if the schools can fill all their places without robbing existing independent schools, the number of pupils in independent secondary schools will rise by about 70,000.

Most of the schools who choose independence have the minimum (25 per cent) or near minimum free places, probably with a significant proportion of parents already paying full, though artificially low, fees. So the loss of the direct grant may not be too devastating.

The direct grant benefits parents in two ways: it reduces the level of fees and helps individuals (about 15 per cent) according to a means-tested scale.

To offset the loss of the direct grant, most schools reckon they will

have to put up their fees by at least £150. Average fees for day pupils at direct grants are £450, but these are likely to rise to over £600 by next September (this also includes an estimate for inflation).

The 75 per cent of parents who previously "paid" means-tested, or subsidised fees will therefore have to pay at least an extra £150, possibly a lot more. Comparatively well off, middle-class parents, who have been able to buy cut-price education at direct grant schools, will now have to pay the true cost. This could bring in an extra £10m a year.

A further £10m could be added, depending on what happens to the 25 per cent or more free places. Until the 1970s, most of these places were taken up by local authorities who paid the fees.

Many large authorities have stopped doing this. Mr Fred Mulley, the Education Secretary, has said he will try to discourage authorities from taking places at direct grant schools which go independent.

On the debit side, parents who pay fees to schools who will join

the maintained system will now receive free education for their children. The amount of private money lost will be small.

Most of the schools who have chosen to become independent, comprehensive or Roman Catholic, which already have a high proportion of local authority and assisted places (an average of over 90 per cent).

The seven Methodist boarding schools have reluctantly decided to go independent. "Consultation with local authorities has shown that direct grant schools that have boarding places (on the whole the schools that are going independent) will be able to pass on fee increases without much difficulty."

In many parts of the country, the direct grants may only be able to fill their places by attracting pupils from existing independent schools. In other words, the number of parents prepared to pay fees, particularly during high inflation, is unlikely to increase suddenly.

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On the debit side, parents who pay fees to schools who will join

More support for advisory HE council

A national council to advise the Government on the development of colleges and polytechnics was proposed last week by the Council for the National Academic Awards, the Universities Council for the Education of Teachers and the Association of Polytechnic Teachers.

The same recommendation has already been made by the Committee of Directors of Polytechnics, and it is the policy of the Association of Teachers in Technical Institutions.

The proposal for a national council has been made to the Department of Education and Science in response to their request for comment on a paper by the Council of Local Education Authorities (CLEA) recommending the creation of nine regional advisory councils for further education.

All three organizations agreed that although further education could usefully be subject to regional councils, higher education urgently needed "the CNA put it, 'some form of national participatory planning machinery'."

The CNA suggested that the role of a national council of up to 40 members should be to advise the Secretary of State for Education and Science and regional councils in the early stages of national planning.

The establishment of such a national body would enable a method of cooperation with the University Grants Committee, and the Vice-Chancellors of the universities, to be developed which would be more effective than anything that would be achieved on a regional basis, since universities are not grouped in that way.

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Taylor inquiry into managers and governors

Too much reliance on interviews

There is serious disquiet about staff appointment procedures the Welsh Secondary Schools Association said in evidence this week.

The association, who speak for Welsh secondary head teachers on educational matters, believe that too much reliance is placed on formal interviews before large committees of governors. This has led to candidates receiving no detailed information about posts, and had prevented them from meeting heads and colleagues or even from seeing the schools.

The association want heads, in consultation with chairmen of governors, to be responsible for appointing and promoting staff. This conflicted with the evidence given by the Association of Assistant Mistresses who believe that appointments and promotion should be the responsibility of the governors.

The Professional Association of Teachers proposed in their submission that staff appointments should be made by a separate staff selection committee on which governors, head, staff and local authority were represented. And they want governing bodies to be renamed community education councils.

Both the Assistant Mistresses and the PAT want the responsibility for the day-to-day curriculum and organization left in the hands of the head teacher, but the Welsh Association suggest a new clause for the articles of government.

Rather than have the governors charged with the "general direction of the conduct and curriculum in the school" and the head held responsible for "internal organization, management and discipline of the school", they want the head to be responsible to the governors "for the general conduct, curriculum, organization and discipline of the school".

"In all aspects of school administration", the Welsh Association said, "professional trust must be reposed in the head."

A head should never be placed in the position of having to ask one of his staff for permission to act. For this reason, teacher governors should not be eligible for election to chairman of governors, though this did not mean such an office should always go to the L.O.A. nominees.

The group of London teachers who go under the name "The right to learn" have sent the committee a plan for democratizing school administration through a system of departmental, year group tutor and staff delegate meetings. Any member of staff, pupil, parent or governor, they say, should be entitled to attend these or full staff meetings.

AMA sketch ideal role for I.e.a.s

The Taylor Committee's recommendations should not form the basis for any new legislation or regulations on school government, said the Association of Metropolitan Authorities in their evidence.

Local education authorities must be free to determine the style of governing bodies suited to their needs, with the Department of Education and Science laying down guidelines on good practice. The Secretary of State should even lose his present powers to approve the arrangements for individual schools.

The local education authority was ultimately responsible for the service so "the governing body must be securely within the framework of and accountable to the L.E.A.". The educational character of schools, provision of resources and admissions policies were a function of the authority.

Governing bodies and the L.E.A.s must be involved in the selection of head teachers. The authorities should also be involved in all other appointments.

Power must lie with parents

Parents should form the largest single group on school boards and the boards should control curriculum and organization, according to Mr Robert Aitken, director of education for Coventry.

In a paper submitted to the Taylor inquiry, he says that apathy and frustration result from contradictions in the present system and from lack of clarity about the purposes and responsibilities of governors. Their purpose should be to harness together the three influences likely to benefit a child—the family, the school staff and the community.

Governing bodies should be given responsibility for a school's policy, including the curriculum and social organization. They should be required to state these policies and to review them annually.

Teachers had rightly claimed academic freedom, but this had led to teachers dominating the curriculum, and failing to explain themselves fully to parents or the wider community.

The curriculum policies adopted within a school are explained by many heads at open days and parents' meetings, but seldom have parents any formal means of taking part before such

policies are decided. Their role is therefore, generally passive.

The social code a school adopted was also largely devised by teachers, often without making their values and assumptions public.

Teachers have taken up a prescriptive role without prescribing clearly.

Parents, non-teaching staff and governors play little part in policy making in these areas. This leads to misunderstandings, to contradictions between values at home and at school, to different interpretations both of values and roles by different people.

The value systems and attitudes adopted within school depend usually upon general assumptions about such matters as honesty, cleanliness, politeness, and obedience to adults, without explicit statement or coherent purpose except in particular school rules about uniform, length of hair, the wearing of jewelry, homework and absence notes.

Often, especially in secondary schools, this leads to quite different understandings of the same code by teachers, parents and pupils and little real preparation of pupils for the situation they will face in adult society.

EOs split on governors

The Society of Education Officers are split over how far responsibility for educational aims should rest with a head or with the governors. There is a "fundamental divergence of views", they say in evidence, as to how governing bodies should function in this respect.

One view put governors "in an advisory and supportive role through which they can understand and interpret the work of the school, and be closely involved with the head and his staff so that they can help them to respond to the representations of the local community." This was based on the belief that a teacher's professional judgment ought to be paramount.

The other view was that governors should be involved in school discipline, curriculum and staff appointments, and was based on the proposition that the community needed to be able to take part in planning and policy making if they were to be fully involved in school life.

Both views assume that the governing body will always act in full consultation with the head and the L.E.A., for if they do not, the aim of cooperation and understanding will be frustrated.

"Whatever the powers of the governors, the need for some process of social accountability is acknowledged, through which the school is

answerable to the community in respect of its standards."

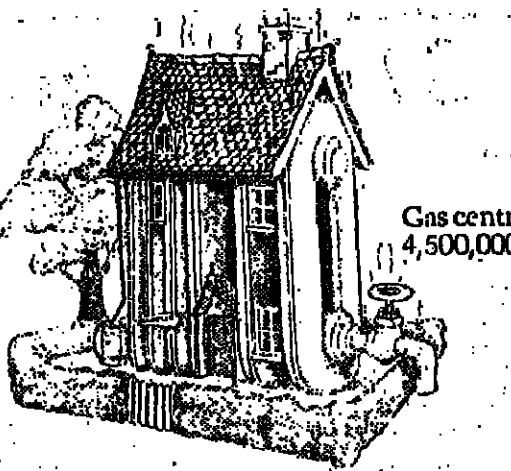
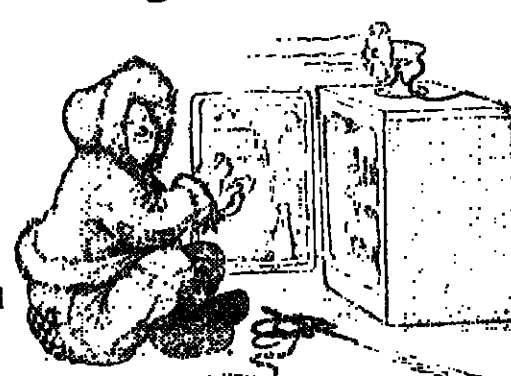
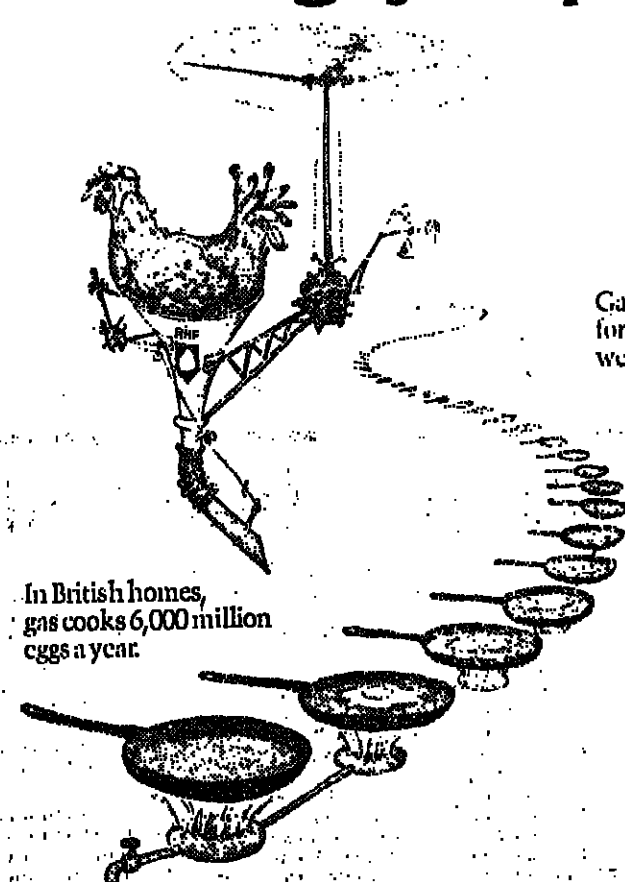
Governing bodies comprising a majority of teachers is proposed by one former education officer, Mr Bernard Watts, formerly deputy director of education for Westmoreland and now vice-chairman of the Liberal Education Association, told the committee that more professionals were needed to make governors efficient and businesslike and to give lay governors a better understanding of how schools work.

His governing bodies in secondary schools would not include parents. They would be composed of the head with six of his staff, three teachers from other schools, a local authority adviser, a representative of the local university or college of education and six nominees of the local authority.

Mr Watts wants the Taylor Committee to recommend an end to the "sovereignty" of head teachers. Distribution of pupils and resources should be put in the hands of a kind of super governor called group governors. This body would be made up of 10 L.E.A. nominees, the heads of all schools and three or four advisers.

Group governors could make schools take on a distinctive character and provide a real choice of subjects in a locality by offering different subjects, activities and styles of discipline. Heads would be expected to toe the group governors' line over this.

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Contact ratio... staff loading... bonus Troop movements

Bob Doe visits Northamptonshire to report on a novel method of working out who does what in school

A system of curriculum analysis suggested by the Department of Education and Science has been adopted in all secondary schools in Northamptonshire. They are the first to adopt on a county-wide basis techniques advocated by COSMOS, the HMI's committee for organization, staffing and management in secondary schools, which was set up in the mid-sixties.

The purpose of the COSMOS analysis is to show how teachers are deployed and to enable timetabling alternatives to be examined and costed quickly.

It was described by Mr M. J. Henley, the county's chief education officer, as a way for schools to find out which members of staff have the heavier work load and which pupils receive the most attention.

The analysis involves collecting data on how teachers spend their time and on which year groups. Among the concepts used is "contact ratio", which is worked out by dividing the total number of periods taught by the maximum number of periods theoretically possible, given the number of staff available. An average contact ratio would be about 0.78, which indicates that a teacher is teaching for about four-fifths of the week. Individual contact ratios would show who was doing the most teaching.

The inverse form of this—total possible periods divided by periods taught—is called "staff loading factor". An average for this is about 1.28. Because it takes account of non-teaching duties, it reveals that 1.28 extra teachers would be needed to provide one extra class and not simply one as might be imagined.

Another idea is the "bonus"—the difference between the actual arrangement of classes and a notional "basic provision". This basic provision is what a typical 30-pupil class is expected to receive if they are taught together for a week except for, say, two periods a week when they are divided into two groups.

If the bonus is positive, it implies that resources are being used more generously than the basic, either because the group is smaller than 30 or because there are extra teachers.

The distribution of bonuses between year groups shows how teachers are being shared round. Basic is not intended to be an ideal, nor is positive or negative bonus a value judgment in itself. Rather they are yardsticks on which value judgments, decisions about the distribution of resources and comparisons between schools can be made.

The techniques have been used at Northampton Girls' School for seven years. Miss Sheila Rawding, the deputy head, is enthusiastic about them because they are "a tremendously good corrective". "We tend to spend too much time doing and not enough thinking—and this is a thinking tool."

Calculations of the bonus at her school revealed that the sixth form was being "subsidized" at the expense of the first and second years. The COSMOS techniques were a great help when the school changed from a grammar school to an eight-form comprehensive. "It is an excellent planning tool—especially in a period of change", Miss Rawding said.

"Schools can't just grow any more. We have got to apply some management techniques, but they are not the answer to everything. They set out the problems and patterns very clearly—less hit and miss. But they tell you about the quantity of teaching, not the quality."

At Samuel Lloyd Comprehensive, Corby, Miss E. Eccles, the head, thought the COSMOS analysis was interesting but had been no particular benefit so far. "We can see how the fourth and fifth years are more expensive in staff but I think I could have told you that before. Now it is just more explicit."

Mr Derek Roberts, head of Bugbrooke Campion Comprehensive in Northampton, said being able to quantify and budget for changes was an advantage. "The greatest benefit is that I can get a very accurate idea of what options will cost and what I can put on for the fourth year."

Mr F. S. Cook, head of Guilford Comprehensive School, was also looking carefully at the range of options. "Last year we applied too much bonus to the fourth year and now we are wondering if this is fair to the rest of the school."

It doesn't replace professional judgment, but it is useful to codify what we do and to plan for the future in a more objective way."

As well as doing the analysis for their own benefit, the Northamptonshire schools send a copy to county hall. Mr Brian Griffiths, the county's science adviser, who has been closely concerned in the introduction of COSMOS techniques, said all the information required for the returns was at a head's fingertips anyway.

Miss Rawding said it took her two evenings and a bit of time at school—a fortnight of spare minutes—to do. An electronic calculator was a great help.

But Mr H. K. Johnson, head of John Lea Secondary School, Wellesborough, who described himself as "one of the old-fashioned heads—too long in the tooth to alter my methods of timetabling now", said it took a lot of time.

Mr Hugh Boulter, the assistant education officer responsible for the scheme, said the yardsticks COSMOS provided gave the authority a more rational basis to discuss staffing. Pupil-teacher ratios were not as efficient for this.

The returns made by all schools would give the authority the opportunity to compare the effects of different school strategies such as mixed ability teaching and the common core curriculum.

Northamptonshire is by no means the only authority to use these techniques. The HMIs have run more than 30 courses to which more than half the LEAs have sent teachers and administrators.

It seems clear that the effect of this innovation will depend, as always, on the enthusiasm of the teacher using it. Its adoption, however, may spell the beginning of the end for the allocation of extra teachers on the basis of which head shouts loudest and longest.



... and a dog called Wellington

Madeleine, aged eight, was sent from a hospital for the subnormal to Lancaster Court, a home for the severely mentally handicapped in Manchester. When she arrived, she threw tantrums, tried to tear out her hair, and banged her head against the wall. She had appalling eating habits and hardly spoke a word.

After a few months at Lancaster Court, she no longer spits out her food nor has wild fits of temper, although she is extremely active. Madeleine now takes an interest in people and surroundings and even joins in singing.

Another, much younger girl was sent from a children's hospital to the home. Mr Gary Jackson, the warden, was told she was little more than a vegetable. The staff are beginning to notice very small improvements in her, she turns her head when people talk to her and occasionally they glimpse a fleeting smile.

These are just two examples of how severely mentally handicapped children can improve when they are looked after in small groups with plenty of love, time and care lavished on them.

During the past two years, organizations like the Campaign for the Mentally Handicapped and the Spastics Society have tried to persuade local authorities to build hostels or homes such as Lancaster Court instead of putting children in large hospitals for the subnormal.

The Spastics Society, who built Lancaster Court and a similar place in Eastbourne, claimed in a recent report that 7,400 such children were left to rot in these hospitals. The society said local authorities should get their priorities right and spend money on the mentally handicapped.

Lancaster Court is the result of co-operation between a voluntary body and local government. Manchester provided the site and £10,000 towards the furniture. The society built it at a cost of £179,000, then handed it over to the social services department to run. It opened in July.

The home is five miles north of the city centre on the edge of a large housing estate—a mixture of high rise flats and new and pre-war houses. The single-storey building is split into four separate units, each with its own bedrooms, living room and play room, bathroom and small kitchen. Each unit has its own front door, a small garden and the appearance of a real house. They all join on to a central block containing a large play area, offices and kitchen. When Lancaster Court was built at full strength it would house 24 children aged two to 16.

Mr Jackson emphasized that he was running a home, not a hospital. The accent was on care, not curing. He can accept children with disabilities on as long as they do not need regular nursing. A doctor calls frequently, and there is a children's hospital nearby for emergencies.

Apart from the children who live there permanently, Lancaster Court is used for short-term care, usually for children whose parents need a rest during the school holidays or even just for one night. On New Year's Eve, parents of a boy with active epilepsy child will leave for the night so they can spend their first evening out together in months.

Eventually, the home will have around 40 staff including night and day care staff and domestic staff. This is a high ratio of staff to children, but the severity of the handicap demand this. "If you want to run three children out in wheelchairs, you need three staff", Mr Jackson said.

At present, the children are split between three schools. One or two have not yet been found places and are taught in the home by a part-time teacher.

Lancaster Court is as deinstitutionalized as it possibly can be given the confines of modern economical buildings. There are no usual corridors, but they are short and brightly decorated; each child has his own bedroom door identified with a poster of a cartoon character—Brian the Smal, Douglas or Wombles. The outside is a little blank because the garden has not had time to grow and there are surrounded by high solid white fences; the large play area is a little too reminiscent of a school.

But all this is redeemed by the cosy atmosphere of the living rooms, with their goldfish and budgerigars, the kindness of the staff and the presence of a large friendly bearded hound called Wellington.

Smallpox: the hunt continues

Only a few months after the celebrations, led by the World Health Organization of the near-elimination of smallpox, two fresh cases have been found in Bangladesh, on the coast of Bhola, in the mouth of the Ganges.

However, there is every reason to believe what the WHO have to say—that the two cases are as much a proof of the efficiency with which the search for smallpox cases is being undertaken in Bangladesh.

For some years, health workers in the country have been given a bounty of \$20 for each new case they find. With the decline of the disease recently, this has now been doubled. By all accounts, Bhola is so isolated that even the itinerant health workers hardly ever go there, but an intensive survey has uncovered no further cases since the end of September.

Bangladesh can breathe again and hope—like the rest of us—that the outpost of smallpox which persists in Ethiopia will soon also be eliminated.

Right: the scourge of smallpox, Central Africa, 1960.



Can our nervous systems be repaired?

We are all told at school that the nervous system with which we are born must last us for the whole of life. How accurate is this belief?

The Royal Society's conference on the subject last week was full of evidence that things may not be quite as simple as the textbook says. Plainly there is a growing company of physiologists who suspect that it may one day be possible to repair the human nervous system. Fair play, they all say that such a development is bound to be a long way off.

The bare outline of the story is simple enough. In some vertebrates such as amphibians, a damaged nervous system will repair itself. You can cut even the spinal cord of many species of fish and see the two parts join up again.

Mammals are less fortunate and here is little hope that serious damage to individual nerve cells

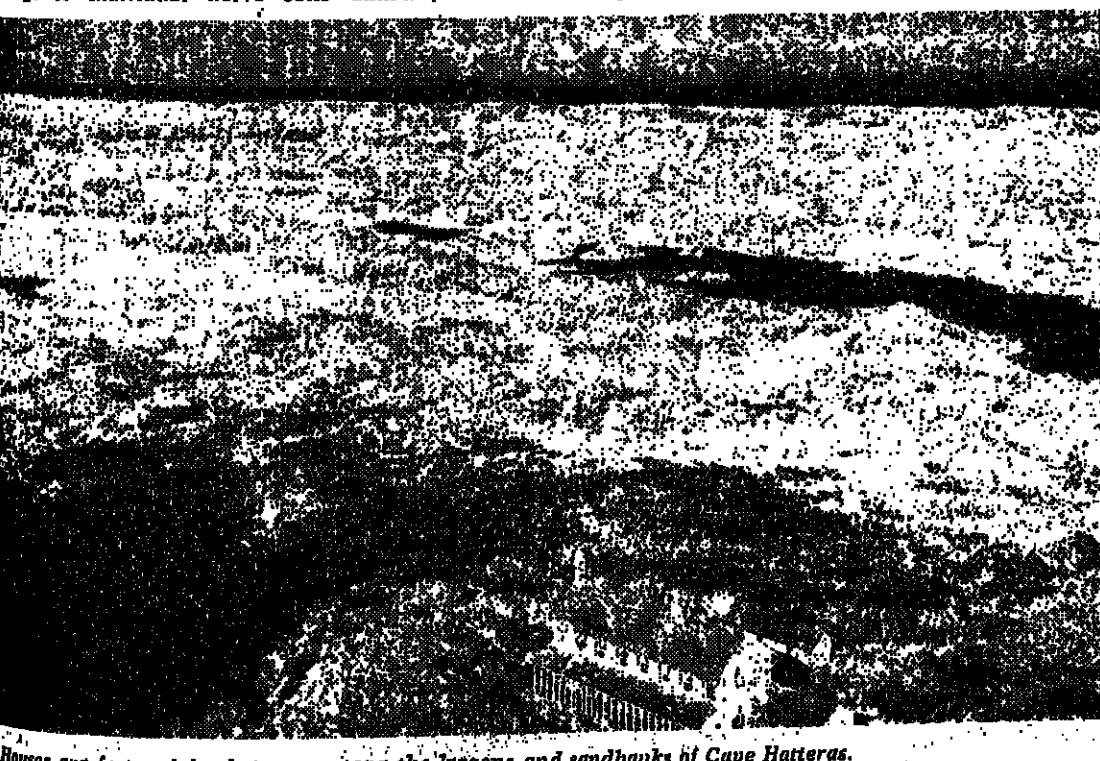
Science diary

by John Maddox

will be repaired. Indeed, it seems that we acquire our full complement of the cells destined to become brain cells within six weeks or so of conception, that the nervous system as a whole is more or less fully organized three months before birth and that the only substantial changes in its physical arrangement which can happen afterwards take place at the ends of the peripheral nervous system.

This, of course, is only part of the story. The process of learning is evidently one involving the selection of particular circuits in the brain, and plainly never complete.

There are now various experiments which show that young animals, kittens for example, whose



Houses are few and far between among the lagoons and sandbanks of Cape Hatteras.

Erosion on the cape of little hope

Cape Hatteras is one of the most remarkable stretches of coastline in the world, consisting of a sandbank running for the best part of 100 miles along the seaboard of North Carolina. For much of its length, the sandbank is merely a narrow strip of sand, perhaps half a mile wide, backed by wide, lagoons from which are extracted the shell fish that account for the excellence of the region's restaurants.

Most development has been strictly and sensitively controlled so that the "wildly" growth of the "wildly" growth of the Americans' appetite for the beach, but, in the past few years, there have been an average of 149 houses a year during which the coast of Cape Hatteras has been washed by waves more than 11ft tall.

In the circumstances, it is no wonder that the sand is being carried out to sea. There is little prospect that the kinds of engineering works on which the United States Army Corps of Engineers dote will have much effect.

The interesting question is why there should have been such a storm in the past few decades. Nobody knows the answer, but it will not have escaped the notice of those who are casting their eyes on the considerable oil deposits lying off the Cape Hatteras shelf. The shelf is likely to prove even less hospitable than the North Sea.

Sixth-form standards Need not fall, staff told

The N and F level examinations which could replace A levels would result in such different courses that they may shock some teachers. Learning less about more subjects will not necessarily result in lower standards. The London region of the Association for Science Education were told this at their meeting this week after various feasibility studies had looked at the new sixth-form science courses.

Mr Brian Jones, a teacher from Dulwich College, is chairman of the group centred on the Institute of Biology who are looking at N and F levels in biology. The Schools Council have commissioned 55 groups to study various subjects and their reports are due next year.

Mr Jones said an N level would occupy about half the time taken by an A level. "It is very important that we keep clear in our minds that cutting content does not mean cutting standards."

Mr Bill Trotter, a member of the Nuffield Science group on N and F level, disagreed. He thought doing five subjects at N or F instead of three at A level was bound to mean lower standards. "Are we quite certain that we want to throw away something that is very good?"

There were shouts of "Hear, hear" when Mr Trotter said of the N and F proposals, "The ASE and science teachers have got to challenge this and say 'Do we want it? Is it good?'"

Mr Bob Fairbrother, of Chelsea College and chairman of the ASE group on physics N and F, said there was no chance of covering the same amount of material. "Some things just won't be covered. We will just have to take them and treat them as examples of modern physics or the way physics uses models. We won't be able to afford to include any other topic with the same message."

Many teachers would be dismayed when they saw the new syllabus. "A mental shift is required to adjust to what is an N level."

Teachers would miss much of what they expected of an A level. The group had been asked to include new topics to broaden the subject, such as the use of physics in engineering and industry.

One teacher questioned the association's independence. They were supposed to be representing science teachers but they got a Schools Council grant for some of the feasibility work. Another said: "The ASE should not be seen as endorsing but as presenting arguments against the N and F."

Mr Alan Covell, secretary of the London branch of the ASE, said the association were not saying one thing or the other at present. They would be making their opinions known after next year's conference of delegates. Teachers who felt strongly about the proposals should contact the association.

Mr Fairbrother said the proposals were expected to increase the number of those taking sixth-form physics by two thirds. He thought the more likely outcome of encouraging F sixth-formers to do some science would be a threefold increase in those taking biology.

Mr Trotter said if more recruits came into physics they would do so reluctantly. Some would follow N-level mathematics, some F-level, some none at all. More laboratory space would be needed.

One teacher thought the N and F levels would end the humanizing effect of sixth forms, where a teacher was in contact with one group of students for a large number of periods each week. "They will shuffle round a whole lot of short periods and miss the personal contact."

Another wondered where the teachers for these new courses intended to appeal to the non-specialist and the specialist would come from. "While we wait for this new breed of teachers to come forward, standards are bound to fall."

Biologists lead

The head of a school science department will probably be a biologist rather than a chemist or physicist, says the latest *Biology*, the journal of the Institute of Biology.

Figures from the Royal Society suggest that in 1975 educational colleges and departments produced twice as many biology teachers as graduate chemists or physics teachers and nearly ten times more certified biology teachers. In 10 to 15 years' time heads of department are more likely to be biologists because of their numbers.

Mr Robinson said colleges should contact minority group families as part of a campaign to urge potential students to apply for courses.

'Help immigrants'

Students from ethnic minorities need help with their studies and their lives, said Mr Eric Robinson, principal of Bradford College.

He was speaking at a conference in Harrogate last week on further education in a multi-racial community, organized by the Community Relations Commission and the Association of Teachers in Technical Institutions.

West Midlands Arts

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'Ministry of Care' could fill the gap

A new department responsible solely for the care and education of children should be set up, because the Department of Education and Science and the Department of Health and Social Security are not equipped to deal with the complex problems of disturbed and handicapped children.

This is one of the recommendations made by the Association of Workers for Maladjusted Children to the Warnock committee investigating special education.

The association deplores the fact that children with similar difficulties become the responsibility of separate departments and are treated in different ways. Both the DES and the DHSS have many other matters to cope with and handicapped children form only a small part of their responsibilities.

The 25-year-old association says that maladjustment is a difficult head-on to understand or have sympathy for; as the children seldom have physical disabilities. The common outward signs are aggressive and socially unacceptable behaviour. But maladjustment should be thought of as a form of emotional crippling often pertaining into adult life with disastrous effects for the individual and his family.

The association says there is a shortage of psychiatric hospitals for the maladjusted, both in schools for the children and in training junior staff. Psychiatric hospitals also help more in choosing staff and admitting and discharging children.

On integration, the association says there should be more research done on educating emotionally handicapped children in ordinary schools. Teachers must be withdrawn and troubles of the shy, withdrawn and unnoticed child. Infant schools should be more generously staffed so that teachers can pick out the child who needs help and teach them in small groups.

Warnock

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Study Group Leaders:

Michael Armstrong, Countess of Warwick College, Leicestershire.
Hugh Bence, Headmaster, St Luke's School, Portsmouth.
Elizabeth Richardson, Head of the Centre for the Study of Group & Institutional Relations and Research in Education at the University of Bristol.
David Slyn, Headmaster, Maple Ridge High School, Stockport.
George Walker, Deputy Headmaster, Christbrook High School, Isle of Wight.

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United States

Psychologists condemn
'culturally biased' tests

from Michael Binyon

WASHINGTON The testing of pupils' knowledge and ability is an issue of such bitter controversy in America today that leading educational psychologists held a three-day conference last week under the auspices of the Government on bias in school tests. Reflecting the growing opposition in the country—particularly among blacks—to all forms of tests, speakers attacked them for being commercially organized, culturally biased in favour of the white middle classes, unfairly administered and wrongly used to defend streaming and prove that desegregation does not work.

Tests are used as a barrier to full and equal educational opportunity, said Professor Robert Green, an educational psychologist from Michigan State University. "More than 50 million American children take at least three standardized tests a year. Of these an estimated 10 per cent are subjected to culturally inappropriate testing methods, and must bear the scars of results that are indelibly imprinted on their future educational and career opportunities."

Testing was big business in America, Professor Green said. Last year the industry reported an income of more than \$300m. It made money by selling without inserting proper warnings about their use, or facing up to the social implications. "There are no ethically or socially neutral tests," he said.

Public concern, however, is growing. Community groups, psychologists and the National Educational Association, the largest American teachers' union, have expressed their opposition; and last August the Association of Black Psychologists voted to cut all links with testing companies.

Professor Green said the tests themselves were biased because they used "national norms". Comparisons between groups of pupils, which did not include samples from all ethnic, racial, regional, social and income groups.

Too easily teachers took these

standards as absolute, and judged all children who did not score above the norms as inadequate.

Professor Green called for a national bureau of standards for educational testing. He also wanted the National Institute of Education, the research branch of the Department of Health, Education and Welfare, to validate tests.

Although Professor Green's sentiments are widely echoed at all levels of American education, a fellow educational psychologist—also from Michigan State University—put up a spirited defence for testing. Professor Robert Ebel argued that test bias in academic selection was more often helpful than harmful to minority applicants. On average, aptitude tests predicted greater scholastic success than minority students achieved.

Attempts to reduce cultural bias in tests had three limitations, he said. They were based on hypothetical, unproven, differences among cultures in the relations between test scores and the criterion of success; they bought "fairness" at the expense of "effectiveness" in selection; and they should really be applied not only to members of a cultural minority but to anyone, regardless of race or sex, who scored low on the test.

And since children who could not communicate in standard English were likely to have difficult years ahead as adults, the tests were accurate measures.

Professor Ebel said on the question of bias that the key issue was what the tests were measuring. "When on inspection, the tests in the test appear to require the ability the test is intended to measure, the test is judged to be valid."

"If this seems a shaky basis for claims of validity, it may help to recognize that this is the only available ultimate basis for validating any process of measurement."

How else are measures of typing speed, temperament, molecular weights, consumer price indexes, height above sea level or interstellar distances validated?

Finland

Coalition will
push on with
all-in schools

from Mike Duckenfield

STOCKHOLM Plans to implement a national work of comprehensive school reform, lowering the starting age to six and eventually merge secondary and vocational education are likely to remain largely unaltered despite last week's change of Government.

Finland's fifty-eighth in size, the two men in charge of education in Mr Martti Miettinen's new five-party coalition, Mr Paavo Viihrynen and Mr Kalevi Kivimäki, who both have been given seats in the 18-strong cabinet, are expected to try to speed up the pace of reform which has begun to slow down considerably during the last year.

However, the Government, which was only finally agreed after the intervention of President Kärén, following five and a half months of inter-party squabbling, is expected to give immediate priority to employment for the threatened staff of 10 and the budget.

Whether the coalition will survive long enough to take any significant educational measures remains in doubt. Both the Social Democrats and the alliance of Communists and People's Democrats have only guaranteed their continued participation up to the end of January.

The main educational reform is comprehensive education, the change over from the parallel system of State-subsidized municipal primary schools and lower and secondary school to the new all-embracing *peruskoulu* started in 1972.

However, the switch has only been made in a few areas so far, although significantly they include Lepo, Mr Viihrynen's constituency. He is likely to follow suit next year.

The eventual aim is for an 11-year system of general education starting at six and ending at 17. After the youngsters would be able to continue with vocational secondary education beginning with a year period of general education before specialization in later years.

Agreed 29, Mr Viihrynen, the Education Minister, is the youngest member of the Government. A specialist in welfare for underprivileged areas, he was a Finnish television reporter before entering the Parliament five years ago.

Thought to be on the left of the party, he is a graduate in politics of the University of Helsinki and a former secretary-general of the Central Party's student association.

Like his colleague, Mr Kivimäki, the Culture and Deputy Education Minister, has not previously held a ministry. Agreed 34, he is a former assistant professor in politics at the University of Jyväskylä and the man of the Socialist Student Association.

In theory, the new Government, with 150 of the 200 parliamentary seats, is the strongest for many years. However, many leading politicians on the right have opted to stay out of it—as has the Communist Party's sizeable *Suosit* minister. Mr Miettinen's last Government, formed 14 years ago, lasted precisely eight months and 30 days.

Holland

In-service plan for
all primary staff

All primary school teachers are to take part in compulsory in-service training programmes on school curriculum development. Dr Jo Kemnade, Education Minister, announced.

The programmes will be spread over the next five years and will cost the Government just under £1 a year. Some 42,000 teachers are expected to take part. It is the first time in Holland that in-service training has been organized on a large scale.

PARIS

Cold comfort for 'workers' college'

from William Farr

University VIII, better known as Vincennes, is bursting apart for lack of buildings, staff and money. It is the victim of its own success; others of administrative efficiency and left-wing politics.

Vincennes was conceived as a new university in 1968, replacing the May students' strike. Planned to take 100,000 students, Vincennes has enrolled almost 31,000 this year. Hundreds of students squeeze into a room and find no room at all; some get hold of a key take a room and keep it for their classes. In recent weeks students have organized sit-downs in restaurants, metro stations and public buildings all over Paris.

The university has a total staff of 415, 35 professors and 90 senior lecturers supported by 124 assistant lecturers and 164 assistants. Claude Frioux, the university's president, says that in most departments there is only one professor or lecturer for 150 to 200 students.

Vincennes differs from other universities in its admission policies. Courses it offers, its teaching methods and use of non-academic staff and its adoption of continuous assessment in place of final examinations.

It has had troubles on all these issues—at first with the Ministry of Education and now with the Superiority of State for Universities. The last battle it won was over the

diploma it awards to those who have successfully completed a two-year course of study. While not having the prestige of the national DEUG (Diploma for General University Studies) it has now been accepted as the qualification for pursuing further studies leading to a Bachelor's or Master's degree at other universities as well as at Vincennes.

Other universities admit strictly limited numbers of people who have not obtained the bac at the end of senior secondary education after a very selective entrance examination. At Vincennes such candidates undergo a simple series of tests and are interviewed by an admissions committee.

But they have to be working people of at least 24, or 20 with two years of working experience behind them. This year 42 per cent of all students at Vincennes did not have the bac.

In 1974, 68 per cent of the students were workers, 41 per cent full time and 27 per cent part time. For those who cannot free themselves from their jobs courses are repeated in the evenings and at weekends.

The university comprises 14 teaching and research units (UERs) which have replaced university faculties since 1968. Together they make Vincennes an exceptionally multi-disciplinary university of the kind envisaged by the 1968 *loi d'orientation*.

M Jean-Pierre Soisson, Secretary

Sweden

Ministry looks
at 'see the
world' scheme

from Our Correspondent

STOCKHOLM A scheme to finance annual two-week long foreign language study trips during term-time for 5,000 Swedish 15-year-old comprehensive school pupils has been presented by Mr Bertil Zachrisson, Minister of Education. It adopted, the proposed trips will enter for roughly one in 20 of the age group. Costing an estimated 14m Skr (1.5m £), the study trips would be organized by a specially created company—Svenska AB Studieresor—set up jointly by the Government and the Swedish Confederation of Trade Unions and the Swedish Central Organization of Saloried Employees. It would start work from the beginning of 1977.

In addition, adults taking language courses with the folk high schools, the 10 educational associations or through the municipal welfare programmes would also be eligible for State grants and awards for periods of between two weeks and three months.

The lion's share of the cost of the scheme—11m Skr of the total 15m Skr—would be earmarked for study trips. Of the remainder, the Government to cover pupils' travel expenses and local education authorities would be expected to provide financial aid.

At present, most school-organized trips abroad are for geography and social science pupils. The aim of the new scheme would be not only to increase the number travelling abroad, but also to encourage the trend towards internationalizing Swedish education.

The Government's views on the report, drawn up by the ruling Social Democratic Party MP, are expected some time next year.

Spain

Basque building
programme

from William Chislett

An emergency school building programme for the Basque province of Guipuzcoa in northern Spain has been approved by the Government. The programme will provide 16,640 places.

Italy



Metalworkers have won the right to 150 paid study hours.

Paid study
leave makes
good start

from Dalbert Hallenstein

Two years have passed since the Italian Metalworkers Union won the right of its members to 150 paid working hours annually for study. First assessments of the scheme indicate that it has so far proved remarkably successful.

The right of metalworkers to study during part of their working hours was one of the results of the bitter industrial strife which characterized 1973.

Immediately afterwards, 15 other categories of industrial workers won the right in their collective contracts.

Since then housewives and the unemployed have been included in the scheme of State union-operated adult education courses.

Almost 12 per cent of Italy's metalworkers have no school qualifications at all: in the south this rises to 16 per cent, an average of 65 per cent have their elementary school certificate (taken at 11) while only 18 per cent have completed compulsory school (14 years of age).

The workers' courses are held in State schools, generally in the late afternoon to coincide with the last hours of the factory day shift, and the teachers are appointed and paid by the Ministry of Education.

However, the unions are guaranteed the right to a major say in the formation of study programmes.

Courses are taken over a five-

month period totalling 420 hours, consisting of the 150 paid working hours, 120 unpaid hours of working time (a concession won in an earlier contract), and 150 afterwork hours.

Since only 2 per cent of the workers in any one firm are allowed to attend the courses at the same time, only those who have a real need to continue their basic schooling are generally chosen by the selection committees, which are run by the unions themselves.

The first priority is given to illiterates, and the literacy courses which have been held so far have given satisfactory results, according to studies just published.

But by far the majority of workers have enrolled in courses designed to complete the cycle of compulsory school education. Any literate worker may follow these courses which, after five months, entitle him to the school leaving certificate, normally taken at 14.

A study just completed by the Social Investment Study Centre (CENSIS), estimates that in 1974 (the first year of the programme) 14,237 people were enrolled, of whom 9,327 were from the north, 2,819 from central Italy and 2,091 from the south.

This year total enrolments have increased to 38,790, of which 19,665 are from the north, 6,177 from central Italy and 9,948 from the south.

For 1976, projected enrolments stand at 74,000.

Of the 14,237 enrolled in 1974, 11,198 finished the "completion of compulsory school" courses successfully. The remaining 3,039 candidates who failed to complete the courses, were not, however, victims of the final "exams" (which are mere formalities), but were the result of a 21 per cent drop-out rate which the unions claim was due to organizational growing pains.

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City to pull out of youth games

Because of this and other expenditure involved the education com-

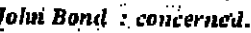
This was a vast improvement on their performance at the games in Graz, Austria, in 1972, when they won four gold, three silver and two bronze medals.

Under-14s scale the heights

Miss Clarke was also in the doubles final with Lorna Lanning, but they went down 17-18, 15-6, 15-8 to Judith Parr and Gillian Pringle (Morkeyside). Nicky Sargeant and Richard Outsides (Essex) teamed up to win the boys' doubles 15-10, 15-8, against N. Fearon and S. Perry (Derby).

Skill—the missing element in British football

Mr Bond and Mr Brown believe that not enough is done at school level to remedy this defect. "We don't blame the schoolmasters", says Mr Brown. They do "a wonder."



On top of this, much schoolboy practice is in large groups, 30 or 40 chasing one ball, which does not

The English Schools' Football Association are conscious of defects. Normally they confine themselves

PE and mental stress

The University of Salford has received a grant of £9,750 over three years from the Leverhulme Trust for a study into the alleviation by physical exercise of the effects of

Arthur Giles is senior tutor of Peers School, Oxford, and a former chairman of the Liberal Education Association. He has just completed a sabbatical year at the Oxford University Department of Educational Studies.

Jonathan Croall investigates the crisis in community work that has developed in Liverpool, and (below) visits one of the city's more recent experiments in community education

Changing the priorities

1976 looks like being the year Liverpool's community workers go out into the cold. Until recently, it was felt that the city provided a model for other big urban authorities in the way it worked with its voluntary organizations in the field of community development. But all that seems to have changed. There is now mutual mistrust and

hostility between the voluntary bodies and local government; a strong likelihood that the city's community development section will disappear altogether; and a bitter row over the urban aid programme, which could result in the Home Office failing to fund any of the projects submitted by Liverpool.

The conflict has been made particularly intense by the Liberal-controlled council's decision in October to reject schemes for urban aid from voluntary organizations, and substitute some of their own. This decision, which has already provoked questions in the House of Commons and lobbying of ministers by groups in Liverpool, has also been described by city officers as well as neighbourhood workers as a supremely cynical act and a complete volte-face from the Liberals' claim to be the party of community politics.

Yet the scene seems to have been set some time ago for this latest act in Liverpool's community development drama. Some kind of dress rehearsal took place last year, when the Liberal Party decided to disband the Neighbourhood Projects Group. The NPG was set up four years ago after the Lord Mayor had called for action on the city's high rate of vandalism. Though funded by

the authority, it was attached to Liverpool's Council for Voluntary Service, and the staff sums of money allocated to get small sums of money allocated to neighbourhoods where they had identified special needs.

But the question of accountability soon arose. City officers and councillors became increasingly concerned about being bypassed by community workers, whose activities often embarrassed or provoked them. A few councillors felt that some NPG people were doing little more than "sitting around and chattering to the locals, and not engaging in real work". After months of argument—during which the public gallery of the council chamber was the Liberal Party cut off NPG funds at the end of the 1974-75 financial year.

By this time the community development section had existed for a year and had been allocated its own budget by the Liberals. But a community development policy for the city had soon become intertwined with the issue of "community politics", a phrase then much used nationally by the party's president, Trevor Jones, now deputy leader of the city council. "We never got an oppor-

tunity to put our policy into practice," Jones now says. "We were thwarted by the other two parties. And we were stunted at loggerheads with the community development section, who kept putting water on our ideas."

Many people in Liverpool now think of the creation of a separate section for community development as a mistake. Labour Party feel the community development officer and his staff could have been more effective if their role had remained advisory one, allowing them to deal with other departments. This view is now being looked into by the city council, which currently has a working group on "community politics". "We've tied down with bureaucratic procedures," says Nigel Mellor, Liverpool's deputy mayor. "We've used as a shunting yard for problem in another department which they should receive priority. This year a similar procedure was agreed though it was made clear there could be no

automatic rubber-stamping of the priorities committee's list.

Even when the list, which contained 34 projects with an A rating, ran into some difficulty on submission to the community development committee, no one seems to have been prepared for the bombshell that was to follow. Some members of the committee took place between members of the community development and the priorities committees. A modified list, containing seven new projects as well as the 34 old ones now in a new order, was eventually agreed upon and submitted to the performance review and financial control sub-committee.

Nigel Bardon, the independent chairman of the priorities committee, says that his members fully expected the revised list to be approved. "We had been given a specific undertaking that the additional meetings with the community development committee would not be a waste of time."

They were. At the performance review meeting, William Smyth, chairman of the priorities committee, says that his members fully expected the revised list to be approved. "We had been given a specific undertaking that the additional meetings with the community development committee would not be a waste of time."

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anxiety that their work was clearly never meant to be taken seriously. "We can find no criteria which would explain the new list of priorities and the rejection of earlier lists," they said. Community development officers found the move "totally inexplicable", since they had already sent back applications from statutory departments as being outside the terms of reference of the Home Office's circular on urban aid.

The Labour Party felt that some of the accepted conventions of local government behaviour had been violated. Cyril Taylor, a Labour member of the community development committee, saw the projects as "simply coming out of the back of the heads of two councillors. For the largest project—the Netherley recreation and amenity area scheme, costing at £200,000—there were no documents at all for the performance and review members' consideration. Many people were also incensed by the fact that Smyth had told listeners to Radio Merseyside an hour before the meeting that he would be rejecting the list.

Smyth's explanation of the decision rests on his attendance at a meeting of the Association of Metropolitan Authorities, where it became clear to him that a great many local authorities would not put in for urban aid. Thinking at first that Liverpool should do the same, he was persuaded otherwise by Trevor Jones, who felt the reluctance of other authorities might work to Liverpool's advantage. Jones thought that if the city put in schemes and increased the cost up to £600,000, they might have "a good bargain".

Smyth also defends his failure to consult or give warning of his decision by pointing to a clash of dates between the AMA meeting and that of the priorities committee, and the fact that the new list was finalized on the same day as the performance review committee met. Both statements have been received with considerable scepticism in Liverpool. Indeed, there is a widespread feeling, which goes well beyond the Labour Party, that the move is bound up with the Liberals' desire to secure an overall majority on the council in next May's elections. According to this view, the Liberals have no hope of making any impact on the traditional Labour strongholds, which are the areas where most of the more active community groups operate. They can therefore afford to attack the voluntary organizations, and at the same time work towards attracting some of the Conservative vote by using keeping rate increases down. One way of doing this is to use the urban aid programme to finance leisure and sports projects, which the relevant departments might otherwise fail to set in motion in a time of economic crisis.

However valid this interpretation, it fails to take account of the anguish the affair has caused within the Liberal Party itself. This feeling was much in evidence within the city council when it finally met to approve the submission of the seven projects to the Home Office. An amendment designed to restore the priorities list was defeated by two votes, after two Liberals had voted against their party, at least two more had answered nature's call at the moment of the vote, and the chairman of the community development committee had been unavoidably detained.

The much-criticized list, with projects totalling £630,000, is now with the Home Office, who are due to allocate funds in February. Its critics point to the urban programme's statement that the urban programme "is intended to complement the main departmental programmes by providing in the most deprived areas facilities which could not otherwise be made available from local resources". They are concerned that, while only small schemes can be considered, and projects with building costs over £100,000 will not normally be approved, Liverpool has submitted two projects at £100,000 and one at as much as £300,000. In a normal year the city might reasonably expect around £200,000 in aid; his would only fund the first two of the council's projects, whereas it could finance a dozen from the earlier list. The critics argue that, despite Smyth's insistence that schemes are a forward should provide employment opportunities, those being scrutinized by Whitehall were designed as much to halt redundancies as to create jobs. The Liberals admit this, but say the new schemes will still create more jobs than those in the original list.

Though the Home Office can officially do no more than consider applications put forward by local authorities, there are some small signs that they may take the unprecedented step of asking whether Liverpool have sent them the right piece of paper. It is now clear that, though the number of applications is only about half of those received in response to the two circulars issued last year, there is nationally still £14.4m worth of projects closing £4m worth of aid.

Alex Lyon, Minister of State at the Home Office, when asked about the situation in Liverpool at the Local Authority Associations' Social Services conference last month, said: "We should not use urban aid to get our own programmes through." And he would have sent them the right piece of paper. It is now clear that, though the number of applications is only about half of those received in response to the two circulars issued last year, there is nationally still £14.4m worth of projects closing £4m worth of aid.

Meanwhile, Trevor Jones remains unrepentant about the urban aid row, though he agrees that it was badly handled. "My conscience is clear," he says. "We had a special responsibility to the people not belonging to organizations. Last year certain allegations were made by those whose schemes didn't get on to the list. This year 10 out of the first 14 projects on the priorities list were put forward by members of their committee."

He adds that five of the priorities committee's projects have already been found funds under the minor building works programme of the education committee. He has also given an undertaking that any scheme is to be funded to get on to the list. He has looked at again to see if money could be found from the overall budget. But members of the community development section hold out little hope of funds becoming available in this way.

Jones has set his party a target of 52 seats on the 60-seat council next May. By then he hopes the powers of the priorities committee will have been redefined and the community development section brought under the wing of education. He is still optimistic about repeating last year's achievements over the rates. "If you do it once, it's a miracle. I like miracles, though they take longer. But the people are beginning to see that the city is in far better hands than before."

It's a claim that is strongly disputed by most of the principal critics involved in the recent events in Liverpool.

On the street where they live

"We come here because you talk to us—our mums don't." The workers on Liverpool's Rathbone project have become used to this kind of comment. And they certainly see it as part of their business to make friends with the children of Liverpool 8 who come to the project's base. Yet their main aim is more demanding than that: to develop the talents, skills and confidence of these children, many of whom they feel are getting a poor deal both at home and in the schools.

The Rathbone team set up shop nearly a year and a half ago in a terrace house in High Park Street. It's a part of Liverpool where housing conditions are decrepit. Many of the families are about to be "cleared", where they remain, they are facing the prospect of being without basic facilities for years ahead. In a half-mile area, bounded by three wide roads, there are about 2,000 houses for 7,000 people, including a high proportion of one-parent families with many children in care or in special schools. "Yet somehow a sense of territory remains. The main roads are like rivers," says Betty McGorry. The kids here hardly ever go over to the streets near by, let alone those a mile away.

Betty and her husband, Ken, live in a terrace house a few yards from the base. The Rathbone project grew out of the mutual interest in children of the McGorrys and the National Elfrida Rathbone Society. At a meeting organized by the NERS, to listen to and discuss ideas of community and youth-minded people, Betty spoke up successfully for the needs of the High Park area. It was an interest which crystallized a somewhat general brief to "mobilize the resources of the area to tackle educational handicap in community terms".

Ken McGorry was appointed community worker to the project in June last year. The project soon became involved with the Granby Festival, a six-week summer celebration taking place near High Park. The festival was designed to combat the vandalism and gang warfare which had become commonplace among bored and frustrated young people, caught in the receiving end of Liverpool's economic mess. One of the organizers of the festival was Chris Ephick, now community education worker with the Rathbone team. "A good many kids got involved with the activities in the festival," he says. "We wanted to find some way by which their skills and talents would not be lost to the community." It was a combination of his experience and Ken's ideas that brought a six-week theatre/arts project into existence this summer.

Andy Arnold, the society's northern development officer, saw the Liverpool project as an attempt to get away from their preoccupation with educationally subnormal children. "We wanted to set up something which would deal with educational disadvantage in a wider sense, not just another community work project. We reckoned that if schools could see the project work as educationally constructive, they might accommodate some of its ideas."

The Rathbone team recognized that relationships with local schools would affect the development of the project. Part of the purpose of the summer's theatre/arts scheme was to prepare the ground for linking up with

High Park children get ready for shooting, prepare the masks and (right) paint the scenery during this summer's theatre/arts project



Photograph/Mark Smith, age 12



Photograph/Michael Long, age 12

schools in September. The team invited in experienced groups—Magic Lantern, Free Form, Radio Doom—who set up workshops at the base, and used streets and derelict sites to teach everything from acrobatics and silk-screen printing, playwriting and still-walking, to photography, shadow puppetry and much else.

During the six-week holiday, the children picked up a variety of performing skills, in which juggling and still-walking played a special part. Photography also became one of the obsessions: some children constructed their own darkroom, learning the techniques of printing and developing, as well as how to handle expensive cameras and cine and video equipment. Many others helped to make a film and staged a carnival, activities that involved several different theatre and performing skills and techniques.

The informality of the base, and its attraction for young people from five to 18, has prompted contact across the ages. Often this has occurred in the transmission of skills: one 14-year-old boy quickly mastered the art of video and passed it on to one of the adults. But Irene Dillon, a local resident, who has noticed other consequences. "Many of the kids have learnt to play with each other for the first time, and this has cut across age and friendship groups. They've invented some new games—but also revived others that haven't been heard in the area for some time."

To the Rathbone team, learning through

play remains a crucial aim, even though the conditions in which they work may seem to make its realization a formidable task. The High Park base is not exactly custom-built for learning, even when much of the activity is on the pavement outside or on the derelict site across the cobbled street. Its five small storecupboards, duplicators, members of stinging groups—and there's also the children and the five project workers. Their surroundings are undoubtedly dilapidated, often noisy and extremely cramped.

Yet within a few hours a visitor can begin to identify pockets of intensive learning. This impression is confirmed by Chrissie Trigger, an ex-teacher and professional clown, who lived in the base in July and August, and was able to observe the workshops from the inside.

"I found that the kids made their own work rhythms," she says. "They were quickly gained confidence in handling the equipment, in being responsible with it. They only joined in when they felt like it—but once they were in a group the attitude to the work became pretty concentrated, even strict. One group kept going for six or seven hours on the trot. That's not something they'd be able to do at school."

The Rathbone project is not designed as an alternative to the schools. George Ephick, the city's educational guidance officer, has been keeping a close watch since its inception. "The Rathbone team are not me, to be working on the level that children operate, emphasizing skills that relate to

their lives. Kids live in a world that often can't envisage what they're doing at High Park. Compared to what they're able to use pen and pencil. We use the term 'disadvantaged' so often, but it's more so than the kids of Liverpool 8. It's more about the problems these kids face."

During the current term the team received a mixed welcome in the local schools. Most of the junior-age children who came to the base go to Mount Carmel (Catholic) or St Silas (Church of England). Though initial contacts have been friendly, and encouraging, the heads of both schools remain firm about any links with the project during school hours.

"We have a lot of offers of this kind of help," said Frederick Lonsdale at St Silas. "But we only have a limited amount of time. I already have staff who are paid to do an efficient job." Mount Carmel is also no-go area for the project, though Michael Hewlett, is reluctant to discuss this should be so except in a personal view.

Some schools have responded more positively. Northumberland Street is an ESK school, with 75 girls aged from seven to 11. Marjorie Dean has taught there for 17 years. Though technically she is only on the Rathbone team, coming in during school time, to work on a drama experiment with a group of 24 girls.

The idea was to draw the children into imaginary circles, so that they could take the performing roles from the adults.



Photograph/Keith Basson, age 12

Dean says the children "at once offered to help the group, quite off their own but. They were able to use skills—such as gymnastic abilities—which they already had, but which they had no opportunity to use before. I timed their conversation about the experience the next day, and they were still excited by it. Many who never usually join in, they only did so, and enjoyed it, but said as much afterwards. It really enabled me to see the children in a different light."

Much of the work in developing contacts with the schools has fallen on Stephen Simons, a qualified drama teacher with Theatre Education experience, who joined the project in September, after working with one of the visiting groups during the summer. Having devised some programmes for schools which involve simulation and role play, he is busy persuading teachers that the team is competent enough not just to go in and teach the children, only to allow them to be deflated afterwards.

It is a claim which seems to have been accepted by Phil Freeman, who is in charge of community studies at St James' Comprehensive. With Stephen, he has devised a series of lessons which allow his fifth-year class to simulate a conflict between "the Corps" and a community group over play space in their local area. If the scheme works, Phil Freeman says, "the kids might well spread lower down the school, where the classes are less syllabus-based. The Rathbone people are aware of the limitations of both school and community; they're showing us where the two can overlap."

A curious and unexpected development in the project's work is the appearance, at the

base, of small groups, armed with printed yellow cards from their schools indicating that they are on community service courses. When a Rathbone worker telephoned one of the four secondary schools involved in this minor invasion, the head suggested that if they could do anything with his children, they could have them all the time. What might have become an awkward situation for both parties in fact turned into a recognition that school and community could fruitfully work together.

Such contacts with teachers and departments are now gathering pace after a tentative start. But the Rathbone workers acknowledge that, at least until recently, they have had less success in involving adults in their activities.

An exception is Sheila O'Hare, a local mother, whose children joined in the summer activities. "I got involved through being noisy, wanting to know what my kids were up to over at the base," Sheila says. Starting in a small way by helping to make costumes for the carnival, she has just enrolled as a trainee scheme, and is sitting in on classes once a week at the Northumberland Street school. The experience is already proving valuable to her. "I've found it very interesting to see the group of mothers with children at special schools which she has set up, to exchange ideas about their children's education. As views about their children's education. As a rule, they wouldn't have bothered," Sheila says, "but now they seem quite eager."

Ken McGorry, who has done a lot of work with housing action groups in the area, thinks the project is at last having an effect. "Words is getting round, people are more and

more accepting the fact that we're here. With the formal appointment this August of Irene Dillon and Betty McGorry, the team has strengthened its local base.

However, Sam Charteris, community development officer for the south inner city, is not convinced. "They've not yet succeeded in involving the community," he says. "It's no use having do-gooders who are lucky enough to have degrees feeling sorry for people in a deprived area. What you need is voluntary workers to go round knocking on people's doors, and getting them into small groups to look at burning issues."

Most outsiders who make it their business to remain in intimate contact with the High Park base agree with Howard Parker, who is evaluating the project for the Home Office, that it is very much a minority view, even within the community development section, where it is seen by some to be a case of an officer being out of sympathy and out of touch with one of his area's projects.

If the Rathbone team can steer their project clear of Liverpool's current crisis in community work—and with funding from outside bodies they have more chance than many of doing so—they may yet succeed in helping the people of High Park to become what Halsey has termed "eager apprentices for community life".

JOHN COLEMAN

Baby bio

Robert Shields gives a quick evaluative guide to the recent wave of new books on babies and how to grow them

As the birth-rate tide in Britain at last begins to recede, books about babies and how to grow them up seem to have reached a new flood. The 1976 parent may have fewer children but he can be sure of more advice. With my own docks half awash with these new volumes I have charted a course through the choppy verbiage in order that those who wish may select their own landfall. I have classified (using the term in its loosest form) the various books under the headings: play, understanding, research and take-my-advice.

Play

Your Child's Play by Arnold Arnold (Pan, 60p), and Play With a Purpose by E. M. Materson (Penguin, 75p), are useful resource manuals on children's play, each offering a wealth of ideas on how to entertain, stimulate and inform your child—while having fun yourself. Both are rich in suggestions for keeping mother at the heart of mischief during the school holidays.

Valuable as they are, however, they do not compare well with *Loving and Learning* by Norma McDiarmid, Mari Peterson and James Sutherland (Harcourt Brace Jovanovich, £3.50), a trio of Canadian authors whose beautifully illustrated volume links play with the developmental needs and interests of the very young child. This is a subtly illuminating study of the reasons why certain kinds of play have special significance for the infant, and the manners in which he uses them to explore and relate to his widening environment and the people in it.

Lastly, in this section, falls *Understanding the Underfives* by Donald Baker (Evans £2.95). Donald Baker is a college of education lecturer who has become fascinated by the less obvious facets of children's play. Unlike many writers on the subject, he sees play as the reflection of the infant's individual technique for making sense of, and coping with, the increasingly complex world of pre-school experience, his need for inner defence and outward involvement. An ideal present for young parents and play-school leaders.

Understanding

Understanding Your Baby by Dorothy Baldwin (Ebury Press £2.00, Schools edition £1.35) was planned to accompany the recently introduced course in child development now being taught in many schools at CSE level, and claims to bring "an understanding of human relationships to the less-informed, less well-off" for the first time. Be that as it may, the book is unusual, employing as it does a neat admixture of simple text, line drawings, photographs and strip cartoons, along with sections on subjects not reported in class. Excellently suited for class-teaching—clear, informative, not too complex—raises exactly those issues which confuse and fascinate the sensitive adolescent.

Equally interesting for the late adolescent is *Understanding Your Child* (St Paul Publications, £2.00), a curiously anonymous book emanating from Australia, which has the subtitle, "A Course in Christian Child Care". Also designed for group discussion, this book covers child development through to adolescence, raising as it does central moral issues and aspects of communal and familial responsibility.

It is surprising, in a modern text, to come across a chapter entitled "Your Child and God", or such a sentence as "hold fast by the fact that your ultimate aim is to help your child attain happiness in this life and the next". More astonishing still is it to read, in a discussion on masturbation, that habitual (compulsive) masturbation is not reported among adults. Such a flaw, however, must not be allowed to distract too much from an otherwise well-constructed text.

It is impossible these days for writers on children to avoid comparing their contributions with the work of Dr. Spock. Joseph Church, the author of *Understanding Your Child from Birth to Thirteen* (Wildwood House £4.95), is no exception. According to the fly-leaf, Church "takes over where Dr. Spock leaves off". I was not under the impression that Spock had left Church, a New York psychologist, behind by lambs to everyone else. In his first chapter he laments about Watson ("emotionally confused"), Gesell ("wholly unhelpful"), B. F. Skinner ("preposterous") and "wrong-headedly wrong" Dr. Spock. "Much of what he said does not match the evidence," he writes. "He then moves on to lavishly quoting Spock and Freud, to say, in a rather cold and detached manner, that this is of little practical use to parents. 'Parents read books like this one,' Church says in his first sentence, 'primarily because

they are afraid.' I earnestly hope that is not true (and I don't think it is) because Church's superficial discourse will do little to allay many of the real anxieties parents do experience. Spock has little to fear from Joseph Church.

More human—and interestingly anecdotal—is *How Children Grow: From Conception to Two* by Mark Lovell (Routledge and Kegan Paul £2.95, Paperback £1.75). The author, who has four children of his own, writes in an easy, chatty style, sharing with the reader his observations, reactions, discoveries and—more importantly—his obvious delight in children. A comfortable and comforting read.

Research

Many a college and university student will have reason to welcome *Making a Start on Child Study* by Lesley Webb (Blackwell, £1.50). Observational psychology is coming increasingly into its own, with its particular rules, methods and limits on deductive theorizing. This short and helpful monograph will set many an aspirant on the right road to his MA.

Piaget, famed for his ability to bore and confuse all but the determined discipline, is nevertheless impossible to ignore. A *Child's Eye View* by Mary Sime (Thames and Hudson £1.50) is a praiseworthy attempt to make Piaget comprehensible to students and parents who want to take a scientific interest in the development of the child. It outlines the most instructive various ways by which the student-parent may create learning situations for children that synchronize with the stages of mental growth analysed by Piaget. Just the book for the hamstrung Hamptstead mother and the intellectually-with-it teacher.

On the other hand, in *Perception and Understanding in Young Children* (Methuen £1.95) Peter Bryant, an Oxford lecturer in human experimental psychology, challenges Piaget's ideas, demonstrates elegant experimental techniques, and advances the argument that children are able to make deductions from an early age. If Bryant is right, educators will have to rethink some of their teaching methods in primary schools. Emphatically not a book for the casual reader.

It is 30 years since Gesell and Ilg first published their celebrated *Infant and Child in the Culture of Today*, so a revised, updated and extended edition by Frances Ilg and Louise Ames (Hamilton, £5.50), paperback £3.95) was about due. The book is published as a professional salute to the late Arnold Gesell and, looking back over three decades, the authors conclude that "children today do seem to be the same children we have always known... for the better. With that optimism prelude they reintroduce the research on physical and intellectual development, intervening more recent findings into the classical text.

For the serious student of child development and the informed parent Roger Lewin

has edited *Child Alive* (Temple Smith, £3.75), a series of excellent essays on up-to-date research on mother-baby interactions, the development of language, cognitive development, sex differences in behaviour, and development of the brain—all tending to support Lewin's contention that "the newborn human infant has been grossly underestimated".

Informative and refreshing as Lewin's book undoubtedly is, we move into another—and even richer—world of research and observation with *The Psychological Birth of the Human Infant* by Margaret Mahler, Fred Pine and Anni Bergman (Hutchinson, £6.75). Mahler and her collaborators have taken observational psychology as far as in the nature of things it is likely to go for a long time yet—and produced a book of supreme competence and authority.

This volume will undoubtedly prove to be a milestone in infant research: it is a critical landmark, and an essential text for the developmental psychologist. The research programme on which it is based goes back more than 20 years, inquiring into the child's emergence from symbiotic fusion with the mother, through separation to individuation, supporting with a wealth of illustrative data the author's theoretical positions. Any parent who wishes to explore the subtleties of infant awareness will read this book with delight.

Take-my-advice

Ann Burklit, a trained nurse, contributes a new book to Nelson's Home Science Series (75p) entitled *Child Care*. It is a straightforward, pleasingly illustrated and most practical monograph. It should prove reassuring to the first-time mother uncertain of what to expect from her child and whoso own anxieties could undermine her confidence. There is a useful section on where a mother can go for specialist help and on how to contact the various educational, psychological and social services.

Teachers are being called upon to provide courses in child development in secondary schools. For their guidance Cynthia Reynolds has written a compact programme which covers the essentials of such a course, providing the teacher with a list of appropriate books and back-up visual aids. These courses are already very popular with senior pupils, and *Teaching Child Development* (Datsford £1.95) will furnish their teachers with the outline and materials they need.

In 1959 Paul and Jean Ritler first published *Free Family*, in which they outlined their thoughts on natural childbirth, self-regulation

in breast-feeding, freedom from physical restraint and anti-disciplinary child-rearing practices. Appealing to Granity Dick Reed, A. Neil and, especially, Wilhelm Reich, they applied to their own children the principles which they believed as sound. Now their original book has been re-published as the first part of *Free Family and Feedback* (Collins, £5.00). The additional material brings the reader up to date with the Free Family with the final chapters being written by the Ritler youngsters who are now aged eight to 25. It is often that the author of an advice manual comes back years later to report on how his own children, fed on the emotional diet advised, have turned out. The Ritlers, however, have done just that—and the prescription seems to have worked impressively.

If one were looking for a contrast to the Ritler recipe one would have to walk far to find a starker one than *Children and Parents* by Hermann Peine and Roy Howarth (Pelican, 50p). This is an instruction manual by two academic psychologists on how to treat your child as if he were a rat in a maze.

Count the number of times your child does something you do not like, how long he does it, where he does it, and what happens after he does it. Do not interfere with him, though, till you have recorded all this on a proper recording sheet (instructions included) and made a graph (see pages 338). When you have filled in the sheet correctly you may take action A, B or C and then start recording and graphing all over again. The graph should show you if you have done the right thing. I am not joking—I say, I half suspected the whole thing to be an elaborate spoof and imagined Peine and Howarth holding their sides with mirth. Alas! I am told they mean every word of it.

By far the best book in this section is Hugh Jolly's massive *Book of Child Care* (Allen and Unwin £6.50), and this despite a quote in the publisher's blurb assuring us that "it really is the British answer to America's Dr Spock". Dr Jolly's volume covers just about everything any parent could want to know about her child and a great deal more. This is not a book to sit down with for a jolly good read, if you will pardon the pun. Containing 600 clearly packed pages and beautifully produced, it is a most valuable stand-by manual, excellently paraphrased and indexed for reference.

Dr Shields is a lecturer at London University's Institute of Education.



Obituaries from 'The Times' 1961-1975. Compiled by Frank C. Roberts. 128 pp. 12 x 8 in. 1975. £1.75. 0 303713 98

This sumptuous volume contains 100 of the 19,000 Times obituaries published during the sixties and as a remarkably helpful and interesting compilation of near-incomplete history, it is not only a hard one to read, but a hard one to write. It is not easy to find the right word, and the need to reflect the full range of nationalities and the full range of life normally covered. It demonstrates how quaint we were in our own time, and how much we have been admitted to this century's museum of fame, including Queen Salote and Nancy Astor, and this in spite of the possibility that he may want to call the history of the sixties "The Age of Christine Keeler".

The long list of obituaries recorded in the index of those dying in the sixties but not named sufficiently interesting for inclusion in the selected 1,500 does include a dozen or so names whose obituaries are surprising. Perhaps the most striking is that of John Doe, once a great cult hero of the literary avant-garde.

Although world-famous soldiers should not be included, the book does include Alexander Down to the bottom of the list, a place which would have been found for Sir Francis Drake, and probably for Sir Francis Drake because of the crucial role

played in the history of the world. The book is a most valuable stand-by manual, excellently paraphrased and indexed for reference.

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I had lunch with a senior executive of a long established British publishing house. He talked of the many changes he had seen in the past 40 years and observed somewhat ruefully I thought, "Teachers are much more discriminating nowadays. They won't read just anything". Respect from such an unexpected quarter gave me a new glow, which, I should add, was nothing to the quality of his post.

The glow has remained with me, but it has produced an unfortunate side effect. I found myself looking at books in a new way. It is true that teachers won't read just anything, but I expect them to read and use money on material simply because it is worthy? Or would I also look for flair, perception, attractive presentation and readability? The books considered here admirably illustrate the difficulty.

Working on Integrated Day is an excellent reference book written by a Leicestershire study group. Prepared with young teachers in mind it contains a fund of practical suggestions on the application of informal methods. Like all good (and worthy) reference books it begins with a definition of its brief, and this case the integrated day. It would be hard to quarrel with the first part of the definition: "The being of the school from an orga-

nized timetable apart from such periods as affect the whole community... and make time-binding essential". However, I was a little disturbed to note that the definition continues, "The integrated day encourages flexibility in ways of teaching and of learning to the advantage and satisfaction of both teacher and child". Value judgments so early in a text (page 8, introduction) make me wonder whether it is hoped that sceptics will simply not notice or that the main purpose of the book is to support the professional prejudices of the writers themselves.

Perhaps this is an unjust criticism, for throughout the book the writers desperately present both sides of any educational topic they consider. Thus the advantages of chronological grouping (three in all) are set against its disadvantages (six in all); the advantages of vertical grouping (12 in all) are set against its disadvantages (seven in all). To say the least some of the observations are quaint. An advantage of vertical grouping, I discover, is that teachers using it speak favourably of it and are aware of its disadvantages "while a criticism of the 'system' is that 'desperate parents have been known to complain that their children have not had an adequate teacher by the age of nine years after four years of schooling'".

Lists of all sorts dominate much of the text. One could argue that these will prove useful to the young teacher or to the student in training who is required to write an essay on the organization of work areas and the provision of basic equipment, but again I would question the value of much that has been included. Displays based on golf tees in peg boarding about a home corner in which Swiss rolls are made from foam rubber might be the answer to teachers' prayers, but frankly I can do without either. Herein lies my main criticism of this volume. It is full of ideas—

where "working an integrated day" fails. There are lists, but there is always a reason for their inclusion. I was still being provoked and challenged when I reached the end of the book. Did you know, for example, "that the square will overtake the rectangle as the shape of the future"? (see page 170).

Professor Wall's *Constructive Education for Children*, unlike the books considered above, is a book of scholarship which will become an educational classic. It is a complete revision of *Education and Mental Health* (1958), a volume which required fundamental updating because of the growth of knowledge in the field of child development in the past 20 years and because many problems latent in the 1950s now have a critical significance to all who work with children.

In this new work Professor Wall deals only with the first 10 years of a child's life. Written from the standpoint of a developmental psychologist, it analyses the interactions of all the elements which play a part in the development of the growing child. Changes in the life style of adults, in the ethics of society, the very speed of change itself, will affect our children for both good and ill. Professor Wall unemotionally and clinically pinpoints the main areas of concern and offers suggestions to prevent the social disasters which he foresees if present social and economic policies are not changed.

The human being is very much the product of his education, formal and informal, which his society provides for him. Hence if men and women are to understand and shape change in their society, it is to the whole education of the young we must look... for the prevention of damaging and socially dangerous maladjustments. We must form human personalities who are able to shape a future for themselves and their children which takes full advantage of what the world has to offer.

Professor Wall's book is a masterpiece of scholarship and insight. It is a book of the future, and it is a book of the present.

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which British youth draw back from the cliff edge of cultural suicide. I personally didn't know till I read his obituary in this volume that he was not a very quiet person with teeth. Has anybody yet played them with their tennis?

It is nice to know that in private life Boris Karloff was quiet, gentle and reserved. Randolph Churchill was not such a quiet person either. It is nice to know that the ingenuity of Evelyn Waugh who persuaded him on a wartime mission to the Middle East to read the whole of the Bible so as to stop him talking. Dorothy Parker's remark about the girl who could speak 18 languages without being able to say "no" in any of them is familiar. Less so, perhaps, is the quip, here recorded, which ran as follows: "You mean those clothes of hers were intentional? My heavens! I always thought she was on her way out of a burning building."

We learn here that Somerset Maugham sold 64 million copies and that Enid Blyton's annual sent off 500 Christmas cards. It appears that Marie Stopes so disliked Roman Catholics that when the bonfire flamed at a Guy Fawkes party reached the guy, she shook her fist and hissed: "You are a Roman Catholic!" Gary Cooper's good looks are described as fantastic in his twenties and thirties, rugged in his forties and distinguished in his fifties, the embodiment of the mythical all-American heroes of Hollywood. On the other hand, probably not even a quiz expert knows that Marilyn Monroe's first star role was that of a homicidal baby-sitter.

There is something disagreeably familiar about a broadcast given by Dr Salazar on conditions prevailing in Portugal just before his assumption of power: "There was then permanent agitation, coups d'etat, street

fighting, anxiety, anarchy, inadequate public services, insecurity of life and property, discredit, economic ruin, general retrogression and social chaos. Next door in Spain, it will be interesting to see whether the new monarchy goes the whole hog by restoring a tradition we learn about in Queen Ena's obituary whereby the Duke of Zaragossa is hereditary engine-driver to the royal family.

But as always it is the Longford

family who take the ultimate biscuit. Here we have the sixth earl: "He was a man of firm Nationalist convictions and once pulled a top hat down over his man's ears at the Dubuque Horse Show because he was singing 'God save the King'... Each year at his town house he gave a party for theatrical friends, distributing cream buns and sherry and invariably singing the Polish National Anthem at 4 p.m." People like this are the most extraordinary things this side of the grave.

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WHO'S WHO IN VALHALLA

Tom Howarth

at Arnheim. The existentialist philosopher Karl Jaspers, despite or because of writing a book of 1,100 pages on Truth, has not made it. Nor has a prolific theologian and much loved Oxford personality, Austin Farrer. Historians without a ticket include Wallace Notestein, C. R. Fay, E. H. Carr, G. J. Renier and Helen Carr.

It looks as if Valhalla may be short on journalists, since a massive readership at different times has not been a sufficient qualification for G. E. B. Gedy, Sir Beverley Baxter or Norman Crump. The TV stars with the sad exception of Richard Dimbleby are of course still with us. Evidently the fame which spurs headmasters to script delights and live laborious days is a fleeting affair, not really for grown-ups. Neither the eminently respectable like George Fyler and M. L. Jacks, nor the lightly controversial like W. B. Curry or Canon Shillington qualify for the first division. Perhaps the latter suffer from an obituary with an unduly inhibited pen. Nor is there any encouragement at this level for even outstanding civic worthies, as witness, the omission of Alan Tod of Liverpool or Syng Kenrick of Birmingham.

The Who's Who diversity of human talents from those of Churchill or de Gaulle, or Lord Florey (of whom it was said "If the Professor suggests an experiment always do it, for it is sure to work") to the more ephemeral and pneumatic endowments of Jayne Mansfield.

Of obvious value as a work of reference, it is also a decidedly attractive browse. The compilers are surely right to include Jimi Hendrix, for it is highly possible that the dramatic circumstances of his death will be considered by social historians to represent the point at

which British youth draw back from the cliff edge of cultural suicide. I personally didn't know till I read his obituary in this volume that he was not a very quiet person with teeth. Has anybody yet played them with their tennis?

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BAKED MEATS ON ICE

O. F. G. Kilgour

Elementary Food Science. £1.95. 0 7135 1907 X. *Advanced Food Science.* £3.20, 1908 8. By Roy Hopwood, Bait.

Both these books are aimed at students of baking and meat technology preparing for diplomas and certificates at the basic and advanced levels in technical colleges. Mr Hopwood writes specifically for the technician and craftsman, fully meeting their needs through his own teaching experience, and an understanding of their examination requirements coupled with those of food manufacturers as employers.

Roy Hopwood has achieved what some educational purists consider is virtually impossible by including the physical, chemical and biological aspects of his subject in the space of 375 pages. Students from non-scientific backgrounds will not be discouraged by the theoretical content, and will be greatly interested in the practical applications and outlines of practical procedures found on every page which are relevant to their daily work.

In deciding on the content of his books Mr Hopwood has wisely been guided by the needs of the food manufacturing industry which leads to an emphasis on microbiology seen in the second book, and with general discussion on physico-chemical topics elsewhere. It is a creditable achievement showing cooperation between the factory floor and the college laboratory bench.

There may be reasons for producing the two separate texts, but when combined together they offer no more than a sound introduction to the subject; the title *Advanced Food Science* appears to be a misnomer.

A valuable feature of the two books is the collection of over 500 questions, set at the end of each chapter, while samples of past question papers from various examining bodies at the end of each book will ensure that all readers will be familiar with the format and style of the examination they are entered for.

The indexes are poor and are a

disservice to the rest of the text; although intended for bakery and meat students, no entries appeared under bread, or meat. Inevitably in a first edition there are imperfections which are not entirely the responsibility of Mr Hopwood but result from poor editing which does not place his writing to an advantage. Why has so much useful and interesting material been crammed into pages 70, 71 and 72?

The author has not succeeded in grasping the nettle of SI in using the system throughout the text; kilocalorie, calorie and "kilojoule calorie" are not acceptable energy terminology in 1976. Fat is an unsuitable heading for a section dealing with lipids. In the second book, figures 12, 18 and 19 showing the stoppers rammed well down the flask necks will cause offence to practical workers.

Freezer Facts. By Margaret Leach. Forster Publications, £4.75, 0 901762 20 2.

The title page states that this book was edited, devised and written by Margaret Leach. It also states that eight others contributed. On the contents page it is seen that Margaret Leach; is the author of only three chapters, the eight contributors having written the other eight, and two have helped with the format and index.

Margaret Leach's first chapter deals with the historical background in a very brief manner commencing with quotations from the Old Testament and Chinese poetry, and ends with a Hindu proverb. The two other chapters are concerned with the practical aspects of owning, selection and care of home freezers, together with food freezing methods dealing with selection, preparation, freezing and use of foods. Both chapters provide useful and interesting information of practical value to housewives, caterers and students of home economics. An interesting feature is the recommended varieties of vegetables suitable for

freezing, of particular value to those who grow their own.

Margaret Jones writes in a practical way concerning the range and suitability of plastic and metal materials as food wraps, bags, boxes, self-cling, and metal foil; while Janice Millross provides a clear, practical account of the cook-freeze process in her contribution on freezing within the school meals service. This chapter has much to commend itself to other caterers.

Theoretical aspects of food freezing to meet the needs of those academically interested in the subject are dealt with in six chapters commencing with Angus Ryan's principles of refrigeration, electrical circuitry, freezer construction and calculations. This interesting elementary account suffers its major defect in the entire use of Imperial units and mainly disorienting metrication and the existence of SI.

A well illustrated and clearly written account of the physical and structural changes occurring on freezing and storing food is provided by Margaret Hudson; this is followed in a similar vein by Carol Shaw's chapter on the chemical changes occurring in frozen foods. Carroll Leuillette's contribution on the nutritional value of frozen food does not manage to emulate the style of the foregoing chapters and will not capture the attention of academically minded home owners.

Food microorganisms in nature, fresh and frozen foods, together with the hazards in foods are dealt with in a stimulating, interesting manner, well supported with tables, and illustrations by Robert Davenport. The economics of the home freezer is a chapter succinctly written and accompanied in a clear, convincing, illustrated factual style by A. J. Abbott who together with Robert Davenport provide the better chapters of the book.

Faced with a choice of many existing books on freezing food in the home, some of which are given in the bibliography, the serious student and homeowner will be deterred by the very high price of the book, otherwise it can be recommended as a useful theoretical and practical

NEEDLES AND PINS

Helen Stanley

Making and Designing Clothes. By Cecile Miles. Pitman, £1.75, 0 273 007211.

The author's aim is "to arouse and encourage an interest not only in making but also in designing clothes", and she considers that "a good working knowledge of how clothes are made is very necessary for successful designing". Cecile Miles therefore devotes two thirds of the book to basic dressmaking processes and the remainder to both basic and more advanced flat pattern development techniques.

The author has set herself an ambitious task as each subject is vast and intricate and deserves more thorough treatment in a book by itself. New styles can be created by drawing various yoke and style lines, by slashing and moving darts, but this is a long way from designing clothes and it is misleading to call it that.

However, it is apparent that the author has a profound knowledge of her subjects and the dressmaking section in particular holds some good advice. It covers a great number of processes, for taking measurements to hand stitches, seams, hems, openings, sleeves, cuffs and collars to linings and more. The Pattern Cutting section gives instructions on bodice, skirt and sleeve adaptations, and among others, necklines and collars. The diagrams in this section and the one-eight scale pattern pieces are rather old-fashioned. Imperial and metric measurements are used throughout.

The Technique of Fashion Design. By Francis Taylor. Batsford £4.50, 0 7134 3009 5.

This book is among the best studies on fashion design and appears to be a completely revised edition of *The Techniques of Dress Design*, published in 1966. Large parts have been redrawn and rewritten with new, contemporary illustrations. Regrettably, no credit for reasons of economy, the section on Colour

does not appear in colour as in the last book and the introduction is entirely omitted. Thus the text and drawings begin somewhat unhelpfully, without the author having stated her objectives. The index is a valuable addition.

This book is packed with information on all facets of fashion design: the influence of factors such as fibres and fabrics, including leather and fur, on design; manufacturing techniques and trimmings; the importance of figure measurements; the influence of fashion; anatomical reasons for darts and collars, pockets and sleeves; pleats, dresses, jackets and trousers; nothing has been forgotten. But most important, Brenda Neill, shows the reader how to draw all permutations. A very good and comprehensive book.

Good Housekeeping—Needlecraft to Fun—Book 1. Basic Sewing. By Loraine Mirelle. Elmur Press, £1.85, 0 85223 071 0.

This book is written primarily for the young beginner of dressmaking. The author understands just what the fashion-conscious teenage wishes to know and talks to her readers with ease and authority. The text and instructions are clear, uncluttered by jargon, alive with fashion flair and common sense advice are well supported by many delightful and humorous illustrations.

The groundwork is skilfully laid in six progressive parts from Begin at the Beginning, Sewing Made Simple and Basic Methods to The Professional Touch with advice on trimmings and accessories. A new subject and skill requires a working knowledge of its vocabulary; the author has listed all the important words and terms at the end of each chapter and the meanings are clearly explained in the eight-page glossary at the end of the book. The book is entirely metric and has a good index.

BRITISH STANDARDS

Allan A. Edlund

Technical Drawing for Today. Book 1. By Terence Driscoll. Macmillan Education, £1.20, 533 1990 4.

A style sometimes used by authors of textbooks is one of writing directly to an individual student, as if the books are transcripts of actual lessons. *Technical Drawing for Today* is written in that style. It seems intent on taking away the necessity for a teacher at all, at least until page 86 is reached, where the need for his presence is acknowledged by "When in doubt ASK YOUR TEACHER FOR ADVICE". However, the style does allow each student to work at his own speed and yet feel that he is not neglected in any way.

The students Terence Driscoll is teaching through his book are in a warmer climate than Britain's, so they will treat the illustrations of mud-walled thatched huts as commonplace, their sweaty hands as natural hazards, and drawing boards made by local craftsmen as inevitable.

The book is packed with instructional text and diagrams as well as many problems to make the student familiar with the work required for O level examinations. This first of two books includes chapters on introductory methods and techniques, freehand sketching, dimensioning, sections and plane geometry.

The drawings on which the problems to be solved are based are drawn full size and the arrangements of solutions as they should appear on A3 paper are clearly shown. It is perhaps in aiming for clarity that the book could confuse the student. Outlines have been printed heavily, 1.5mm in width at least, yet the reader is told to use a very sharp pencil in drawing. Similarly, he is told "section lines should

be outline thickness" yet outline lines are printed twice the thickness of section lines.

This Book One was published in September, 1975. It is unfortunate, particularly in view of its title, that it does not conform to the latest BS practice for indicating a cutting plane. Perhaps Book Two will put things right before the student completes his O level course.

Technical Drawing for CSE (New edition). By T. H. Hewitt. Blackie, £1.40, 0 216 88015 7.

A successful text book, if it is to remain successful, must be up to date. In a subject like technical drawing it is important that students are familiar with, and work according to, the British Standard recommendations, where absolute uniformity is essential. Such conformity is expected by examining boards, so a book which attempts to meet the aims common to courses leading to the CSE may need to be revised to comply with current BS practice.

T. H. Hewitt revised his original edition in 1968 to prepare for the change to the metric system. Now further changes have been made necessary by the revision of BS308 Engineering Drawing Practice, mainly in the style of line indicating a cutting plane. Symbols for first-angle or third-angle projections have been introduced.

New teachers will appreciate that the publication of a third edition is an indication of the value put on the book by teachers during the past eight years. Teachers adding the new edition to existing sets will be pleased that revision has not altered the page layout of the book.

IMPRESSION

Rosa M. Young

Imaginative Printmaking. By Roger and Glenda Marsh. Pitman, £3.95, 0 273 00493 1.

A number of books have been written about printmaking and this one has little new to add, but it does touch on every aspect of printmaking and is well illustrated with photographs and drawings. Preparation, equipment and working methods are covered and there is a list of suppliers. Beginning with a thumb and hand prints, the book goes on to show potato cuts, wood cuts and other block printing from linocut, clay and plaster. Printing from scrap materials is demonstrated and examples include designs using the edges of rolled or folded paper which give a pleasant linear quality to the prints.

The uses of a printing press are mentioned and the method for making screen prints. The importance of correct registers when making multi-colour prints is stressed with diagrams to show how this is achieved. Mono-printing and printing from rollers are included, also drypoint, grain printing and rubbings. It is unusual to find a survey of the subject in a book on this subject and what the authors call "water printing" will be familiar to most who have taken a print their in-classroom.

This book is intended more as an introduction to printmaking than a comprehensive treatise. No one aspect is explored at any great depth and the serious student may need to do further reading. As a survey of the general field of activity of printmaking this book is good value and the illustrations of finished prints should stimulate interest.

PLASTER CAST

L. L. Laurence

Creative work with Plaster. By Warren Farnworth. Batsford, £2.95, 0 7134 2908 9.

This book is packed with photographs, good supportive text and there is a refreshing lack of padding.

The technical details are particularly informative and will be welcomed by those who have no previous experience in working with plaster. The technical section deals with mixing, setting times and the retarding and accelerating of setting times, hardening, colouring and waterproofing. A later section deals with polishing, cleaning, sealing and surface texturing.

The section on cast forms indicates how the student with minimum ability may achieve a worthwhile result. The book progresses to cover textural effects, casting from surfaces other than clay, three-dimensional moulds, the use of manufactured objects as moulds, carving techniques, embedding, plaster collage and the use of armatures.

Through the photographs, which illustrate the work of both school children and recognized artists, the creative potential of the material is well shown.

The book concludes with a helpful list of suppliers. This work thoroughly explores the possibilities of creating and instructing. Teachers should find much in this work to suggest interesting and rewarding projects.

ENGINEERING

C. W. Tonkin

Engineering Drawing and Design for Mechanical Technicians. By D. E. Hewitt. Macmillan, £3.50, 333 15461 4.

This book has been written for technicians preparing for current City and Guilds and ONC examinations and to serve probable new TEC courses and diploma courses. A basic knowledge of engineering drawing is assumed as well as some facility in drawing board work; attention is focused more on the design aspect of the work, mainly in questions set at the end of the chapters.

The opening chapter, detailing the functions and work of the drawing office, provides a good introduction for the drawing and design technician. Emphasis is laid on the importance of British and ISO standards. Drawing board geometry is dealt with in a logical and practical way, with local of moving points, common curves, development of constructions, came and graphic motion. Some engineering examples follow in the form of further applications of graphical differentiation and integration and frame diagrams. While added in an appendix, the orthographic and oblique projection are mentioned, only in one chapter. Attention is directed to common design features generally connected with transmission of motion. Design with particular reference to the effect of materials and tolerances is followed by dimensioning and a final chapter considers general design principles.

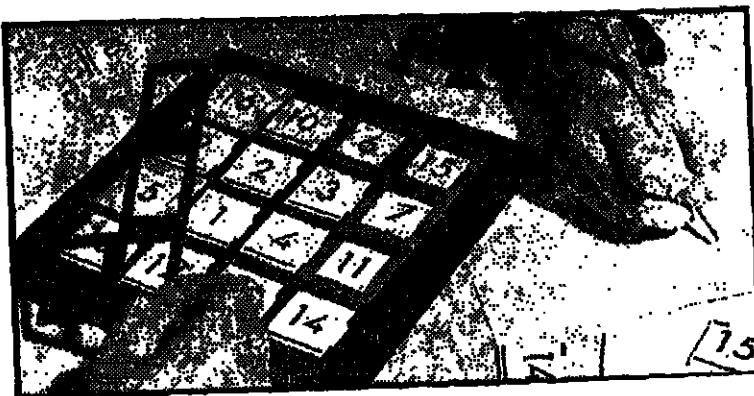
The numerical feature is the good and instructive. Teachers should find much in this work to suggest interesting and rewarding projects.

25 Resources

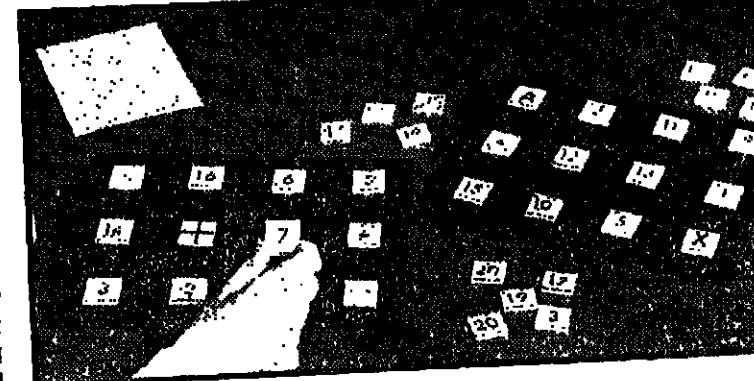
In the second of two articles on mathematical games,

Peter G. Dean looks at games which can be used to get across more advanced principles

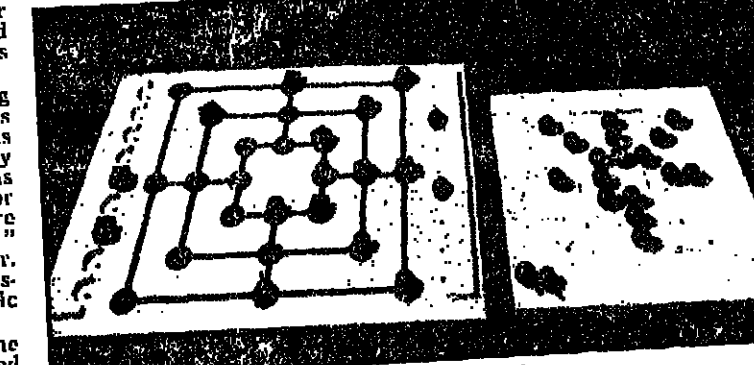
'Secret magic of numbers'



L-game



Op-game



Nine Men's Morris



Jiggle



3-D Noughts and Crosses

Made to Measure

The next games are two of the recently produced and tested series of Wiffen Proof games for children. The Real Numbers Game (Science Systems) is based on five sided dice; one red die (with faces printed 0, 1, 2, 3, +, -), one blue die (0, 1, 2, 3, x, ÷), one green die (4, 5, 6, x, ÷), one yellow die (4, 5, 6, x, ÷), one black die (7, 8, 9, x, ÷), one white die (7, 8, 9, x, ÷). How to use them is explained in the accompanying booklet, in which the rules typically allow the confident pupil to state "Brave Boast" if he thinks he has found every permissible move.

As this Real Numbers Game can be considered an introduction to Equations (Science Systems) the teacher might be well advised to play the second game only. Equations is contained in a tough plastic case and consists of 12 of the red, eight of the blue dice, six of the green dice, and six of the black dice, together with a playing card and a timer. This apparatus is admirably supported by a 56-page booklet and a 42-page teacher's guide, which show the intended use of the game for pupils from the rather weak to the very bright.

practise on the equivalence of fractions, the teacher could buy a box of Equations. This contains 20 printed cards, of average quality, which are used in a similar way to dominoes. Each card has a fraction symbol (for example, 1/2 and 2/4) and a unit length marked on the edge. If two fractions are correctly matched during play (for example, 1/2 and 2/4) the details are explained in the booklet. The details are explained in the booklet. The details are explained in the booklet.

Two other games to develop skill in thinking have been devised by Edward de Bono. They are Op-game and L-game (both Invicta), and several versions of both can be played with the robust apparatus supplied.

The Op-game requires the players to appreciate and evaluate different situations. There are two boards, each with three pathways across and four pathways down. A basic game can be played on only one board. Two boards are used in a similar way to dominoes. Each card has a fraction symbol (for example, 1/2 and 2/4) and a unit length marked on the edge. If two fractions are correctly matched during play (for example, 1/2 and 2/4) the details are explained in the booklet. The details are explained in the booklet.

The L-game apparatus includes L-shaped plastic pieces which cover four squares. Two single square pieces, and an L-piece (four squares) for each of two players are placed on the base-board of 16 squares (4x4); so the game starts with 10 pieces. The 16 squares covered. Each player in turn has to move his L-piece to a new position on the board, with the aim of blocking the following move when his opponent has to find a new position in a new occupied square.

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Longman

continued overleaf

26 Resources

continued from previous page

also more versatile, is Nine Men's Morris (NSA). Two players each have nine plastic pegs (two spares are supplied) which have to be placed or moved to form lines of three on a strong twenty-four hole wooden board.

So far these games have been played on a two-dimensional board, but no teacher should omit to buy three-dimensional noughts and crosses if he has mathematical games in the school. Several firms supply this game, and 3-D noughts and crosses (Taskmaster) is a good example of the 4x4x4 version.

The first two games about area and shape ask the players to cover a rectangular board with cardboard pieces of different sizes and rectilinear shapes. The most attractive, and best produced, is Jiggle (Galt). There can be four players. Each player in turn throws a pair of dice, picks up the corresponding shapes (for example, if he throws five, two he picks up one shape of area five units and one shape of area two units) and adds them to his board to try to completely fill it. The rules of the game are clearly stated, with three variations and in four languages.

The second game, Made to Measure (Taskmaster), is dull by comparison because of the lack of vivid colours, and the boards are made from terrible flimsy plastic. This is a pity because it has more potential for giving mathematical experiences. Instead of using dice, the players ask for certain rectangular shapes from the bunker. Each shape is marked with the length and width in centimetres, and rulers are provided to measure the spaces still to be filled on the board. When the first of the two or three players has filled his board he has won.

The next three games use various three or four-sided plastic shapes which can be placed together to give different patterns. The Maths Puzzles (Morris Aids) suggests 57 patterns, but little mathematics is drawn from this suggested play. The set of Six Tangrams (Invicta) makes a much fuller use of the opportunities available.

For each tangram there is a worksheet which leads the pupils to discover patterns, relationships and facts. For the teacher there is an answer book. The tangrams are supplied as stamped plastic sheets which divide accurately into the separate shapes, and the plastic looks hardwearing.

A similar plastic is used for the nine sets of shapes in Edward de Bono's Sequence Blocks (Invicta). And the rules are also similar. Each set is coloured and lettered, and then each member of a set is numbered to give the order in which they should be placed together. The design of the whole game is extremely thorough, with teacher guidance the individual or group forms patterns, writes an add-on another shape, maybe modifies the original arrangement, and produces other satisfying and symmetrical patterns. With its well written booklet, this game is also recommended.

When used by the teacher or pupil in the school, there are two problems common to most of the apparatus described in these articles: How do you know if any part is missing? and how do you identify solitary pieces which are left on the shelf or table?

A few manufacturers try to be helpful. In the game Equations (Science Systems) the booklet not only lists the apparatus, but also describes it (for example, "12 red cubes, numbered with 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 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993, 994, 995, 996, 997, 998, 999, 1000).

Some manufacturers also go part-way to identifying different sets of apparatus by printing in different colours, but then the problem of the colours when writing the instructions. Complete identification could often be achieved by printing the name of the game (and the manufacturer) on each piece. One nice example of this is the Mathematics set (Thomas Hope) where the name appears on the box, on the instructions, and on every card.

Dr Peter G. Dean works at London University's Institute of Education. This article is one of the TES series commissioned by Chelsea College Centre for Science Education.

A. H. CROCKER and JOHN FREEMAN review audio-visual equipment

Projector progression

Elite Overhead Projectors: Elite Viewrite LV 186.15, Elite Viewrite PLV 194.47. Scroll units and accessories roll £5.49. Carrying bag for PLV £4.95. Elite Optics Limited, 354 Chesham Road, Cardiff CF4 4XJ.

Elite Optics manufacture three models of overhead projector all of which are competitively priced. The first Viewrite, which used a 6.75-watt lamp, fell directly off the mains supply, is still available. The Viewrite LV, introduced some years ago, was the first overhead projector to use a 24 volt 250 watt lamp, and is also still available. More recent is the Viewrite PLV, which is similar to the LV, but made so that the head and support post may be stowed inside the main box.

The use of the 24-volt, 250-watt lamp in overhead projectors has many advantages. It is less expensive than the mains voltage lamps more commonly used and more reliable, which also reduces running costs. The light from these high current lamps is whiter than from the mains lamps and the picture is clearer. In their filament construction, 24-volt 250-watt lamps are smaller than mains lamps and so a greater proportion of the light produced gets through the optical system of the projector and on to the screen. For this reason an ohp with one of these lamps can provide as much light as one with a lamp of 600-800 watts rating run at mains voltage.

A further advantage of the small filament and the more efficient use of the optics is a better picture definition. Finally, the 24-volt, 250-watt lamp used is the type A1/223 which is the same as is used in many cinema projectors in use including Rank-Aldis Tutor 2, Haninex Syllabus 4000, Malvern SA5 5000, Widescope and Unoscop 250.

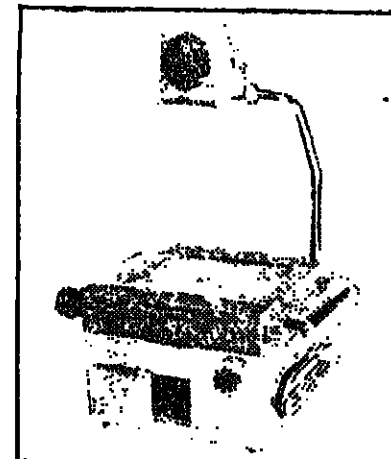
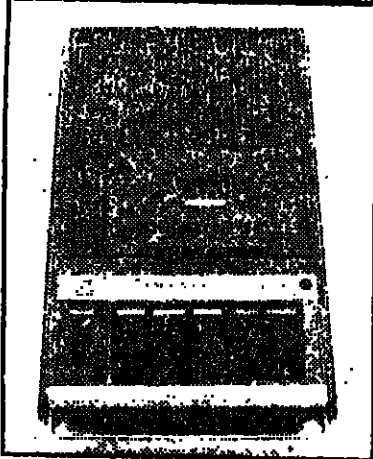
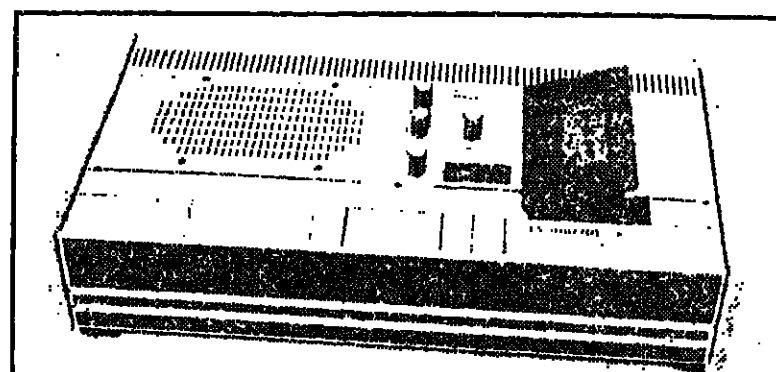
As would be expected in a cheaper overhead projector, the standard of the optical components of the Elite models is not the highest. More light output is possible with the same type of lamp, but what the Viewrite LV and PLV achieve is sufficient for most school requirements. Otherwise, picture quality is good, and even with the single element lens projection heads, leaves little to be desired except for critical requirements.

A variety of different focal length projection heads are available for the Viewrite LV, but although any of them could be used on the PLV, only one is supplied—a single element 200mm. With the 200mm lens head a projection distance of 1.74m for a 1.5m square picture is needed. The other heads, which can be supplied for the Viewrite LV are a two-element, 255mm lens giving a 1.5m picture at 2.44m; and a 310mm single-element lens, 1.5m picture at 2m.

It is likely that in practice there will be little noticeable difference in quality on the screen between the lenses. The two element lens gives a slightly better uniformity of screen illumination and also just a little more resolution of detail, but the general statement that picture quality is good holds true of them all.

To look at the Elite Viewrites are not tidy and uncluttered. Notably, the head support post and arm is all one piece: a bright, chrome-plated steel tube taken from vertical to horizontal through two bends of good proportion. This pleasant simplicity is made possible by the focusing system, which is driven from the front of the box driven a mechanism which causes the post to be raised and lowered. This also gives a more accessible focus knob for both left and right handed users.

The projectors have a good length of mains lead, are relatively light in weight, simple to operate and clean, cool in operation and they are safe.



Sound and pictures

Rank Aldis Card Reader. Rank Audio Visual Ltd, PO Box 70, Great West Road, Brentford, Middlesex TW8 9HR. £86.50.

The Rank Aldis card reader uses cards with a strip of magnetic recording tape down one side. The remaining section is left clear for visual information such as pictures, single words or short sentences. Two audio tracks are provided on the tape, and a switch on the reader determines which track is recorded or played back as a definite advantage in terms of simplicity of operation as seen in the Rank-Aldis Classettes 146 and 147.

At a glance, the 146 and 147 appear identical. However, the 146 has no recording control and the 147 has some small slots in its fascia which give access to an integral microphone. Both Classettes may be powered by batteries or mains supply through a permanently connected three-core lead, which makes them versatile. Operation is through "piano keys", the purpose of each key is identified by the name printed clearly on a ledge at the foot of the bank of keys. All the keys are interlocking, which means that the user can move from one function to another without pressing the stop key.

When play is selected, fast forward or rewind can be operated without cancelling the play setting. Upon releasing the fast forward key, play resumes. This is commonly referred to as cue and review, and these are the words used for identification on the equipment, with the interlocking symbol for fast forward and rewind. On the recording model, 147, the record key cannot be depressed until a cassette which has not had its anti-erase lug removed is inserted into the cassette compartment.

Both Classettes also have a three-digit tape counter with push button zero reset. On models currently available, this counts up to about 760 with a C60 cassette and goes beyond 999 with a C90. This is a disadvantage, though in due course the Classettes will be available with counters giving a count of about 470 digits for a C60 cassette and but going beyond 999 even with a C120.

For general purposes, where a student's own language is being used for recordings, the sound quality from the Classettes 146 and 147 will be sufficient. The Classette sound quality is not as good as that of higher priced equipment, but is comfortable to listen to (which is more than can be said of much of the cassette equipment available because of level frequency response

Recorders: plain...

Rank-Aldis Classette 146 £21.45, 147 £32.45. Rank Audio Visual Ltd, PO Box 70, Great West Road, Brentford, Middlesex.

The greatest demand for cassette recorders in education comes apparently from primary and secondary schools. The need is usually for a small portable unit as cheaply as possible. But although there is a wide choice of small cassette recorders not many have all the desired facilities.

Where both players and recorders are in use similar controls on the two types of equipment are a definite advantage in terms of simplicity of operation as seen in the Rank-Aldis Classettes 146 and 147. At a glance, the 146 and 147 appear identical. However, the 146 has no recording control and the 147 has some small slots in its fascia which give access to an integral microphone.

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Above left: the Tandberg TCR 221-2 cassette recorder. Above: the Rank Aldis card reader. Left: the Rank Aldis Classette 147 cassette recorder and the Elite Viewrite overhead projector

off at the amplifier and its steady roll off at the ends of the frequency band covered.

The Rank-Aldis Classettes 146 and 147 can be recommended for general use. Operation is quick and easy, they are versatile and readily portable and provide sound quality of a suitable standard for speech in a student's own language.

... and simple

Tandberg TCR221-2 Cassette Recorder. Tandberg (UK) Limited, 31 Kirkstall Road, Leeds LS3 1JR. £1.49.

The Tandberg TCR221-2 is an advanced cassette recorder from Norway, offering a high sound power output when used with an external loudspeaker. It is fitted with a special tape handling system. The machine is based on a high quality stereo cassette deck made by the same firm, the TCD310. The basic model is similar to the TCR1310, using the same cassette mechanism. The cassette mechanism has three drive motors, the tape being transported by dual capstan assemblies.

Due to this advanced cassette deck design, the TCR221-2 has fast forward and rewind and the tape speed is stable. The main functions of the cassette mechanism are operated by energizing solenoids which make it ideal for use with a programme (timer) clock, the pinch wheels and the heads do not come into contact with the tape until the mains supply is connected to the machine through the clock.

Automatic end of tape stop is provided on all tape functions. The auto stop does not eject the tape deck keys, but removes the power from the motors and retracts the heads and pinch wheels where necessary. Cleaning the tape path, heads, etc, is easy as the top of the cassette loading compartment can be unclipped.

The Tandberg TCR221-2 is fitted with treble and bass tone controls and there are separate controls for recording level adjustment and playback volume. Monitoring during recording is possible through the internal loudspeaker.

The sound level produced from the internal loudspeaker is high enough for most classrooms. When the recorder is connected to an external loudspeaker, the full potential of the possible 12 to 15 watts power output is realized, allowing a sound level which will fill most halls. The sound quality is good, especially when used with an external loudspeaker enclosure.

Although this model is one of the most sophisticated mono cassette recorders available, it is easy to use. The machine may be operated vertically or horizontally and the back of the case is adapted for wall mounting.

EXTRA



Engraving of the golden calf. A nineteenth century engraving reproduced in Joan Comay's "The Temple of Jerusalem, with the history of the Temple Mount", Weidenfeld and Nicolson 16.0 297 76971 5.

EDUCATION IN NEED OF A THEOLOGY

Howard Marratt, chairman of BCC education committee. "It is," he writes, "to take the debate about comprehensive or grammar schools out of the arena of local or national politics and set it within the context of the ultimate nature of man."

People probably associate the Council of Churches with the issue of religious education or the philosophy of Third Day Theology. The paradoxes of the creation of ideas demonstrate the variety of Christian ideas and differing applications of them to society.

How does the BCC's education committee, under whose guidance the emphasis has shifted from the BCC's education committee to the BCC's education committee, reflect all aspects of church life, they should provide some perspective and prophetic insights. What is the connection, between religion and education, between the doctrine of man and how we educate our children? What is the nature of God? What is the nature of man? What is the nature of society? What is the nature of education? What is the nature of religion? What is the nature of the fundamental belief cannot be properly interpreted. When properly understood, it affects the content of education and school organization. The concern of our Christian education is to inculcate the fear of God in the hearts of our children.

At the moment our society is producing a system which is geared to passing examinations or succeeding in competitions, or to providing industry, with their required quotas of informed manpower. The head teacher, who abolishes competitive practices is soon told his system produces adults who are ill-equipped for society. It is quite clear that though scholarship towards contemporary responsibility towards contemporary society, the form of this exercise has led pupils to reject their education, and our society. Our own committee has set up a working party to examine the relationship and tensions between society and education, from nursery school to university.

The conflict between knowledge-centred and pupil related education is not dissimilar from that between dogmatic, transcendental and existentialist theologians. "This is the truth—receive it; this is the way—walk in it," may express a fundamental conviction about knowledge but in a way which is no longer educationally acceptable—and perhaps never was to those who wanted to allow for the creative work of the spirit of God.

It is time for Christian educationists to take the debate, for example, about comprehensive or grammar schools out of the arena of local or national politics and set it within the context of the ultimate nature of man. If local councillors or national economists reply that this is a luxury our society cannot afford, their response is a sad comment on the kind of minds and thinking that our heritage of Christian education (or the lack of it) has produced.

If, however, the organization of our schools does not always properly match our ultimate concerns, what about the relation between education and society? Christians and Jews are, through their doctrine of the redeemed remnant, familiar with the tensions between the ideal and the real, between practices which are relevant to the present and ideas and commitments which express man's true nature and needs.

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More important, are there limits to the pluralism and variety which our society and schools can tolerate? Fifteen years ago leading humanists opposed Religious Education as a doctrinal and conditioning activity, so that many Christians were averse even to dialogue with such modern humanists. Now many humanists are committed to the need for educating pupils in "a sense for living", which include religion and a concern for ultimate questions.

Can society and the school accept such variety and pluralism into its system? Or is the nature of the body (and of the "graft") such that, as in modern surgery, it will either die or reject anything physical and spiritual?

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Readings
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Continued from previous page

SEEING THE PATTERN IN A PUZZLE PICTURE

Theology in RE: systematized presentation of revealed truths or a living and exciting subject?

By John Hick, H. G. Wood Professor, Department of Theology, University of Birmingham

The different ways in which Christian theology is taught, in churches, schools, colleges or universities, depend upon different conceptions of the nature of the theological enterprise. The two most influential rival conceptions arise from different understandings of three related themes: revelation, faith and the Bible.

According to the older view, revelation consists in a body of religious truths expressed in propositions—such as that God is three persons in one, or that Christ has two natures, human and divine. Revelation was thus understood as the disclosing by God of certain truths, the knowledge of which is necessary for man's salvation.

If this is the nature of revelation, it follows that faith, as the human response to revelation, is the believing of revealed propositions. The central act of faith, on this view, is the act of assenting to certain truths because they have been authoritatively revealed by God.

At this point, however, the question arises: How are we to know that a given proposition has in fact been divinely revealed? Can this also be revealed? Hardly. For suppose the first proposition is A. We then have proposition B, which tells us that A is revealed. But B is itself revealed, and therefore to be believed? If so, we have proposition C, which tells us that B is revealed; and then D which tells us that C is revealed; and so on in an infinite regress.

To avoid the argument falling down these endless stairs, it used to

be claimed that one can prove by strict metaphysical reasoning that God exists, and can then establish by historical proofs that he has revealed the propositions in question. But few today retain much confidence in this programme of argumentation.

Linked with the propositional conception of revelation and faith is the view of the Bible as the book in which the divinely revealed truths are written down and made available to all mankind. Clearly, on such a view, it must be held that God is the ultimate author of the scriptures. And so the first Vatican Council (1870) said of the books of the Bible that "having been written by inspiration of the Holy Ghost, they have God for their author"; and the Protestant evangelist, Billy Graham, has said "The Bible is a book written by God through 30 secretaries".

Within this set of ideas, theology is a systematized presentation of revealed truths. Hence the emphasis upon the eternal truths of the gospel, the faith once delivered to the saints, the unchanging deposit of truth, and upon the dangers of speculation and heresy. Taught from this standpoint, religious education in the schools becomes indoctrination in the tenets of either Protestant or Catholic fundamentalism. Such a programme may or may not be the right method of evangelization within the Church, but it is clearly contrary to the nature of education as a process whereby young people are being taught to think and judge for themselves.

The other understanding of theology, held today in one form or another by most non-fundamentalist Protestant and post-Vatican II Catholic theologians, starts from a different conception of revelation. On this view there are no divinely revealed propositions. God's revealing actions within human history, apprehended by faith and chronicled in the Bible, do not consist in the disclosing of truths but in God's actions in the events of the world and in the lives of individuals. And faith is not a matter of believing divinely guaranteed propositions but of discerning the divine presence and activity in the midst of our earthly life. For human experience is religiously ambiguous, leaving men free to become or fail to become conscious that this is God's world and that we are living in the divine presence. Faith is more like seeing the pattern in a puzzle picture than like a child's believing what his teacher tells him.

Here the Bible is not regarded as a book written by God but as a collection of books written over a period of about 1,000 years by men of faith who were conscious of God's activity within the history of the Jewish people. The prophetic interpretation of history, which is the core of the Old Testament, sees God working on the stage of history; and the New Testament is the story of God's action on earth in the life, death and resurrection of Jesus and in the origin of the Church.

The books of the Bible are human documents, coming out of particular cultures in the Near East and the Mediterranean basin during the cen-

tures up to the early Roman Empire. But at the same time they are documents of faith, expressing man's vivid consciousness of the presence of God; and they still have power to draw men and women into the continuing stream of religious consciousness.

From this point of view, theology is the human attempt to understand the meaning and implications of God's self-revelatory dealings with mankind. Theological doctrines are hypotheses designed to interpret the data of revelation and to relate them to our other knowledge. And because the tools with which, and the contexts within which, theology is produced are continually changing its results have to be kept under continuous review. This makes theology a living and exciting subject, open like the sciences to new insights and new hypotheses.

The work is always done within an existing tradition, but the active preserving of that tradition involves developing it within the new circumstances of a changing world. And today, amid the encounter with other faiths and with a post-religious scientific culture, and the challenges of racial tension, pollution, the wasting of our basic resources, and the danger of nuclear war, Christian theology must develop rapidly or become irrelevant to man's life. The teaching of theology and religious studies should convey to young people (particularly from about the age of 15 upwards) something of the excitement of this work, and should have the effect of drawing some of them into it.

BOOKS FOR THE INTELLIGENT SIXTH FORMER

By Geoffrey Parrinder, Professor of the Comparative Study of Religions, London University

It would be pleasant to assume that the sixth-former has received continuous and enlightened instruction in Biblical and some other religious knowledge for years, and is thirsting for the higher criticism or comparative study of religions of the university. Sadly this is not always so and he may have had patchy teaching, the vaguest religious ideas and think that RE is an Egyptian god.

However, on the first assumption, it is helpful to direct readers beyond the set texts to general principles and broader issues. F. G. Hayley's *Preface to Christian Studies* seeks both to arouse interest and advice on techniques of learning. For further biblical work *What About the Old Testament?* by John Heywood introduces criticism and discusses the place of this book today, while highly readable archaeological, historical and literary background is provided in *The Living World of the Old Testament* by E. W. Anderson.

For the New Testament, post-critical treatment may be found in *What is the New Testament?* by E. G. Baker, while Hoskyns's and Davy's *Riddle of the New Testament* remains popular.

Looking to non-biblical fields, E. R. Emmers's *Learning to Philosophise* is a useful introduction, which can be supplemented by John Hick's *Philosophy of Religion*. A more advanced work which shows philosophers in action, Aquinas on God, or may not be the right method of evangelization within the Church, but it is clearly contrary to the nature of education as a process whereby young people are being taught to think and judge for themselves.

Those who are concerned by social problems may be attracted to two books announced by the SCM Press for early next year: *Animal Rights* by Andrew Linzey, and *Christians, Politics and Violent Revolution* by J. G. Davies.

At a simpler level there is an illustrated series of *Search for Meaning* from the Denholm House Press, which has produced four books: *The One and Only Me* by I. Champenoux, *Something After Death?* by G. Parrinder, *Am I Free?* by C. Plotcher, and *Who is my Neighbour?* by R. Trudgill. Whether they have had any such teaching or not, many students find that other religions are attractive and their appeal is heightened by Hare Krishna and similar groups, with their costumes and publica-

tions. International ease of communications and Asian immigration make this study even more relevant.

The literature is immense but teachers and pupils can find help in *World Religions: Aids for Teaching* published for the Ship Work- ing Party by the Community Relations Commission. This covers all the major religions except Christianity, with graded and annotated lists of books, visual aids, and addresses of religious bodies. Supplements are issued annually of a calendar of religious festivals.

Among the many books are several reliable dictionaries or short encyclopaedias. The *Synopsis Concise Encyclopaedia of Faiths* (Hodgkinson) is authoritative and illustrated, but *Man and his Gods* (Hamlyn) by a team of experts on religions living and dead, is even more attractive. Now in its fourth impression, but still cheaper than the first edition, it has over 500 pages, with 500 illustrations in black and white and some 50 in colour, which really illustrate the religions, including Christianity, this is the bargain of

recent years and should be in every library.

Description of religions can be backed up by thematic treatment as in *Who am I?* by M. Ballard, which considers the answers of different faiths to the more advanced *Dialogue of Religions* in which N. Smart imagines a Jew, a Christian, a Muslim, a Hindu and two Buddhists giving views on God, the world, good and evil. Broader studies might include *The Sociological Study of Religion* by B. Smart, or the anthology in *The Sociology of Religion* by R. Robertson, or *The Psychology of Religion* by L. W. Grensted which remains one of the few books in this field.

More generally *Ecstatic Religion* by E. M. Lewis shows an agnostic treating religion with respect and making an absorbing study, and one of the most moving psychological autobiographies is *Memoirs, Dreams, Reflections* by the great G. Jung, which might, when read for more of such fascinating and serious experiments in understanding the role of religion in human life.

FESTIVALS OF MANY FAITHS

A new Religious Education series on BBC School Radio launched in the Autumn Term 1975 continues in the Spring Term with a variety of material, Christian and multi-faith. The series offers programmes which alternate between two age-groups, 11-13 and 14-16.

For the 11-13s a series of "Festivals" will provide colourful, informative and wherever possible child-centred material on five different religious festivals. These are Holi (Hindu), Wesak (Buddhist), Passover (Jewish), Easter (Christian) and the Birthday of the Prophet (Islamic).

Besides seeing the celebration itself, the listener will be able to learn about it from those who follow the religion and to hear teenage boys and girls talking of their own religious understanding and practice. All the festivals were recorded in the period February-April 1975 and so will correspond roughly with the time of the 1976 celebrations of each festival when broadcasts are heard. The teachers' notes give background information and a general guide for follow-up.

The programmes for 14 to 16s begin with three broadcasts about religion in Britain. The first is on cults in London and looks at two movements which have attracted young people in recent years—the Hare Krishna movement and the Divine Light Mission.

The second programme visits the Sikh Temple, Birmingham, for a celebration of the birthday of Guru Nanak, and the third visits one of Derbyshire's well-dressing ceremonies—the latter an engaging mixture of pagan, Christian and good village community life.

The series for 14-16s ends with two programmes of explicit Christian content. *Caught or Taught?* looks at ways in which the Christian faith is passed on through teaching and through liturgy, but not in church contexts, rather through Christian movements such as the Crusader Union which operates largely outside the organized church. Two final programmes present an account of the impact of faith within two families.

*Fridays 2.20-2.40 on Radio 4-VHF

McGraw-Hill Texts for RE from

NORTHBOURNE TALES of belief and understanding, by Graham Cleverley and Barbara M. Phillips.

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ENCOUNTER, 2/E, by Ian Birnie.

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SBN 07 094438 5 185pp 21 x 17 cm. 89p

CONFRONTATION, by Ian Birnie and John Elliott. Designed for older pupils it develops a variety of discussion themes through poetry, prose, photographs, and folk songs.

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McGraw-Hill Book Co. (UK) Ltd., Maidenhead, Berkshire SL6 2QL



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The Times Educational Supplement is producing a long playing record album of the first ever Schools Prom. The album contains two records and will be available from December 18.

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Please allow 28 days for delivery

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To Miss Shirley Green, Room 256, The Times Educational Supplement, PO Box 7, New Printing House Square, Grays Inn Road, London WC1X 8EZ. Please send me Schools Prom record album(s) at £3.75 each. I enclose a cheque/postal order for £..... crossed and made payable to Times Newspapers Limited.

(Block letters, please)

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RELIGION AND SECULAR EDUCATION

by J. W. D. SMITH

A substantially revised and up-dated version of *Religious Education in a Secular Setting*. By one of the foremost writers on the topic, this is essential reading for all who are concerned in the connection between religion and education, whatever the state of their belief or unbelief.

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10/10/76

Classified Advertisements

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Nursery Education

BRENT
(London Borough of)
DOYLE NURSERY SCHOOL
College Road, N.W.10
Required for April or earlier if possible.
Subsidiary qualified and experienced nursery school teacher, with a minimum of 3 years' experience in a nursery school. Salary £3,000 per annum plus pension. Applications should be sent to the Headmaster, Doyle Nursery School, College Road, N.W.10, by 15th December 1975.

HAMPSHIRE
HEADSCHOOL
Qualified teacher required in the nursery school, with a minimum of 3 years' experience in a nursery school. Salary £3,000 per annum plus pension. Applications should be sent to the Headmaster, Doyle Nursery School, College Road, N.W.10, by 15th December 1975.

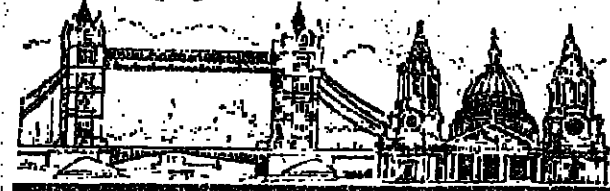
HERTFORDSHIRE
EDUCATION AUTHORITY
Applications are invited for the post of Head of the new nursery school, to be established in the town of Hemel Hempstead. The successful candidate will be responsible for the day-to-day running of the school and will report to the Education Authority. Salary £3,000 per annum plus pension. Applications should be sent to the Education Authority, Hemel Hempstead, by 15th December 1975.

NEWHAM
(London Borough of)
Required for April 1976 for the post of Head of the new nursery school, to be established in the town of Newham. The successful candidate will be responsible for the day-to-day running of the school and will report to the Education Authority. Salary £3,000 per annum plus pension. Applications should be sent to the Education Authority, Newham, by 15th December 1975.

ilea
Inner London Education Authority

For teaching posts in Inner London

see page 40



Primary Education

AVON COUNTY
HEADSCHOOL
Qualified teacher required in the primary school, with a minimum of 3 years' experience in a primary school. Salary £3,000 per annum plus pension. Applications should be sent to the Headmaster, Doyle Nursery School, College Road, N.W.10, by 15th December 1975.

BERKSHIRE
EDUCATION AUTHORITY
Applications are invited for the post of Head of the new primary school, to be established in the town of Reading. The successful candidate will be responsible for the day-to-day running of the school and will report to the Education Authority. Salary £3,000 per annum plus pension. Applications should be sent to the Education Authority, Reading, by 15th December 1975.

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Classified Advertisements

The charge for advertising in all classifications is 22p per line (minimum 3 lines).

Display in classified advertisements £3.00 per single column cm. (minimum space 9.5 cm double column at £57.00).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:-

The Advertisement Manager
The Times Educational Supplement
New Printing House Square, Gray's Inn Road, London WC1X 8BZ.

By Monday for the following Friday's issue.

Primary Schools

Liverpool
Primary Schools
Applications are invited for the following post with duties to commence January, 1976 or as soon as possible:

Headteacher Group 5
ALL SAINTS R.C. INFANTS SCHOOL, OAKFIELD, LIVERPOOL 4 2QG.

Application forms are returnable not later than 10th January, 1976 to:

Monsignor Doran,
All Saints Presbytery,
Oakfield, Liverpool 4.

APPLICATION FORMS (STAFFING FORM T.S.) ARE OBTAINABLE FROM THE DIRECTOR OF EDUCATION, 14 SIR THOMAS STREET LIVERPOOL L1 6BJ. ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE AND SHOULD BE RETURNED AS SOON AS POSSIBLE.

Shropshire Education Committee
Broseley County Primary School (New School)
TELFORD

Headship Group 4
Scheduled to open September, 1976, appointment of Head to date from April, 1976.

Application forms and further details (send s.a.e.)

County Education Officer,
Shrewsbury, Salop.

Salop County Council

Shropshire Education Committee
Broseley County Primary School (New School)
TELFORD

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County Education Officer,
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Salop County Council

INDEPENDENT continued
Other than by Subject Classification

Heads of Department

KENT
STATION HOUSE, TUNBRIDGE
WELLS OF DEPARTMENT for
SCIENCE and MATHEMATICS, to
include and develop the teach-
ing in Chemistry, Biology, Math-
ematics and Physics at O and
A level.
Experience of teaching abroad
would be an advantage. Salary
independently negotiable.
Apply in writing to the Principal,
Station House, Tunbridge Wells,
Kent TN11 1JQ.

Other Assistants

BERKSHIRE
LAWSON SCHOOL
Haverhill
Independent Public School for
boys and girls.
As a result of unexpected move-
ment, North Hants Prep School
wishes to recruit a teacher of the
following subjects in January 1976:
CHEMISTRY, BIOLOGY, PHYSICS,
HISTORY, CHEMISTRY and BIOLOGY
to A level.
Candidates should have Govern-
ment superannuation. Salary
independently negotiable, giving con-
sideration to experience.

CROYDON

RICARD GREEN COLLEGE
Independent Grammar School
recruiting MAJOR, SENIOR and GEO-
GRAPHY teachers for 1976.
Good discipline essential.
Brief details including age,
qualifications and experience
must be submitted to the Head-
master, Richard Green College,
1312 TAC.

DUMFRIESSHIRE
BURNHILL SCHOOL
Midlothian

Heads of Department

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STATION HOUSE, TUNBRIDGE
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1312 TAC.

SUSSEX
STUDENT TEACHER required for
Biology, Chemistry, Physics and
Mathematics at O and A level.
Salary at O level. Further details
and application forms to be sent
to the Headmaster, Burnhill School,
Midlothian.

Heads of Department

KENT
STATION HOUSE, TUNBRIDGE
WELLS OF DEPARTMENT for
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master, Richard Green College,
1312 TAC.

By Subject Classification

Classics

LONDON, N.W.7
Independent Grammar School for
boys and girls. Further details
and application forms to be sent
to the Headmaster, Burnhill School,
Midlothian.

Other than by Subject Classification

BERKSHIRE
LAWSON SCHOOL
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1312 TAC.

Science

Classics

LONDON, N.W.7
Independent Grammar School for
boys and girls. Further details
and application forms to be sent
to the Headmaster, Burnhill School,
Midlothian.

Other than by Subject Classification

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1312 TAC.

Doncaster
Doncaster College of
Further Education

Heads of Department

KENT
STATION HOUSE, TUNBRIDGE
WELLS OF DEPARTMENT for
SCIENCE and MATHEMATICS, to
include and develop the teach-
ing in Chemistry, Biology, Math-
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A level.
Experience of teaching abroad
would be an advantage. Salary
independently negotiable.
Apply in writing to the Principal,
Station House, Tunbridge Wells,
Kent TN11 1JQ.

Other Assistants

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Haverhill
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must be submitted to the Head-
master, Richard Green College,
1312 TAC.

STATES OF JERSEY
EDUCATION COMMITTEE

Highlands College of
Further Education

PRINCIPAL

(Group 3)

Applications are invited for this post; appoint-
ment to take effect in April or September, 1976.
Application forms and further details from Direc-
tor of Education, P.O. Box 142, Highlands, St
Saviour, Jersey C.I.

Other than by Subject Classification

BERKSHIRE
LAWSON SCHOOL
Haverhill
Independent Public School for
boys and girls.
As a result of unexpected move-
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CROYDON

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Brief details including age,
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master, Richard Green College,
1312 TAC.

COLLEGES OF
FURTHER EDUCATION
continued

Heads of Department

KENT
STATION HOUSE, TUNBRIDGE
WELLS OF DEPARTMENT for
SCIENCE and MATHEMATICS, to
include and develop the teach-
ing in Chemistry, Biology, Math-
ematics and Physics at O and
A level.
Experience of teaching abroad
would be an advantage. Salary
independently negotiable.
Apply in writing to the Principal,
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Kent TN11 1JQ.

Other Assistants

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master, Richard Green College,
1312 TAC.

CITY OF MANCHESTER
EDUCATION COMMITTEE

Heads of Department

KENT
STATION HOUSE, TUNBRIDGE
WELLS OF DEPARTMENT for
SCIENCE and MATHEMATICS, to
include and develop the teach-
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Other Assistants

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GRAPHY teachers for 1976.
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qualifications and experience
must be submitted to the Head-
master, Richard Green College,
1312 TAC.

Lothian

Regional Council

Telford College of Further Education

Crewe Toll, Edinburgh EH4 2NZ

SENIOR LECTURER IN

CATERING ADMINISTRATION

to teach accounting and financial control to students on
both craft and diploma courses. Candidates must be pro-
fessionally qualified with wide experience in the hotel and
catering industry.
The successful candidate will share the administrative
duties of the department.

Other than by Subject Classification

BERKSHIRE
LAWSON SCHOOL
Haverhill
Independent Public School for
boys and girls.
As a result of unexpected move-
ment, North Hants Prep School
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master, Richard Green College,
1312 TAC.

SINGAPORE
POLYTECHNIC

Heads of Department

SCHOOL OF INDUSTRIAL
TECHNOLOGY

Applications are invited from suitably qualified persons

for the post of

LECTURER/ASSISTANT LECTURER

IN MARINE ENGINEERING DIVISION

DUTIES:
The successful applicants will be required to teach in
Technician Diploma courses as well as courses leading
to Second and First Class Certificate of Competency
Examinations - conduct laboratory, practical and
tutorial classes and assist with the development of the
course and facilities of the Division.

Other than by Subject Classification

BERKSHIRE
LAWSON SCHOOL
Haverhill
Independent Public School for
boys and girls.
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must be submitted to the Head-
master, Richard Green College,
1312 TAC.

Central Region Education Committee

FALKIRK COLLEGE OF TECHNOLOGY

Applications are invited for the under-noted posts from persons holding the
requisite qualifications.

1. Head of Department of Commerce and
Business Studies

Applicants should hold a Degree, preferably at Honours level, in Account-
ancy, Business Studies, Commerce or Economics; or an appropriate equivalent
Professional Qualification. Full-time teaching experience in a College, and
suitable experience in business or commerce, are both essential. Preference
will be given to applicants who hold an approved Teaching Qualification.

The Department offers a wide variety of courses, up to S.H.N.D. and Final
Professional Levels, including Courses in Business Studies, Professional and
Management Studies and Secretarial Studies.

The post carries a present maximum salary of £8,972 per annum, subject
to review under Houghton.

LECTURING POSTS

For lecturing posts applicants should have had appropriate experience in
industry. Previous full-time teaching experience is desirable, but not essential,
and, where necessary, an opportunity will be given to the persons appointed to
undertake study for a Teaching Qualification (Further Education) on an in-service
basis.

2. Foundry Subjects (Lecturer B)

Diploma of the National Foundry College, or Higher National Diploma
(Foundry), or Higher National Certificate (Foundry), or City and Guilds Full Tech-
nological Certificate in Foundry Practice - or an appropriate equivalent
qualification.

The post involves teaching in a range of Craft and Technician Foundry
Courses, up to Higher National Certificate level.

3. General Studies (Lecturer B)

Honours or Ordinary Degree in Arts, with an appropriate group of subjects.
The post involves teaching General Studies according to prepared syllabuses
for a wide range of technical, craft and commercial courses. The opportunity
may also arise for applicants with suitable qualifications and experience, to take
classes in appropriate B.O.S. subjects. Experience of organising participative
Social Work projects for students would be of advantage.

4. Welding and Fabrication (Lecturer B)

City and Guilds Full Technological Certificate in Welding or Fabrication of
Steel Work, or suitable equivalent qualification.

The post involves teaching in a range of Craft and Technician Courses in
the welding and fabrication fields, including courses at A.S.M.E. Section 9 Coded,
Standard.

Salaries will be in terms of the Houghton Scales (revised), as follows:-
Lecturer B £2,667-24,369

Placing will be given for appropriate industrial experience and for previous
full-time teaching.

Further details and application forms may be obtained from the undersigned.
Completed application forms are to be returned not later than Monday, 5th
January, 1976.

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CROYDON

RICARD GREEN COL

THEATRE AND EDUCATION

SING A SONG FOR CHRISTMAS

Peter Fanning on some school and college productions

"Plays are all right", a friend of mine said recently, "I don't like films and I'd pay not to go to a musical."

Well, the old dear must be going bankrupt this year, judging by the past of musicals that have appeared on school stages. And personally I am all in favour of them. Music can give life and bounce to a production by young amateurs, and so long as the singing is roughly in tune, minor blots go unnoticed. Even more so, if the music is a good tune. So the time has got to be good. So has the story. And there lies the rub. Thames Valley College produced *The Tangled Web*, a semi-comic opera, with words by Richard Moore. It is a morality masque in the *Faerie Queen* *Arcturion* tradition, and the central joke is to get everyone (king, courtiers, niggling wives, blushing maidens, the lot) into the Palace of Truth. Once there, they are bound to tell the truth, whether they like it or not. And of course they do not. Everyone discovers just how nasty everyone else is—except for the one you thought was awful, who turns out to be terribly nice. Well, that is the joke, and it takes a long time to tell. The hour is too much for a banquet of this bread and butter, however neatly it is served. Nevertheless, John Walker's music was clearly and pleasantly sung. As King Phaetor, Clive Bradley displayed the gusto of an A. A. Milne King, and Zed Johnson was his tough battle-scarred counterpart in the role of Queen Aspidochelone. A play that the sea was not applied to more of the script.

"An Italian Straw Hat"—now there's a good story! Terence Hawes has transformed it into a musical for Southgate Technical College Operatic Group. Fifteen show-stopping numbers ranged in style from Lella to Leonard Bernstein, and a strong cast performed them. Jean Aird was a charming Countess, shades of *Die Fledermaus*, David Luck in two splendid character roles, and Dora Basham as a liberated mad-lamenter in pursuit of the

deperately energetic Fadinard (Philip Goldring). But the original *Straw Hat*, the play, is a slick crisp farce. Will Fadinard get married? Will he find the straw hat and save a lady's honour? The pace is fast and furious as a rout of husbands and fathers-in-law, rustic wedding guests and bride-to-be hurries across Paris. But when every character breaks into song and tells you about his life-style (however engagingly), and when a certain tenor brings, the action to a halt merely "to exercise his vocal chords", then the pace goes pedestrian and the farce goes soggy. Even so, this production was a notable achievement. The *Merry Widow* might have gone down better, but *An Italian Straw Hat* made a welcome change.

You can take almost anything and turn it into a musical. Take *Billy Liar* for instance. . . . But Wandsworth School, who have a reputation for strong musicals, took *Billy Liar* and presented it straight—without Michael Crawford and Co.

The story of Billy Liar, drummer extraordinary, howled along gaily and was helped by a film and a multi-level stage. Paul Brown brought a good deal of life to the title role and the rest of the cast (mostly grandmothers and the three trouble-crossed girlfriends) gave sound support. Some good scenes of high farce here but "the play" is more than that. Like *Little Malcolm*, Billy is about one of life's realists in a world of his own making. And only in the final scene did we get to the heart of the matter: Billy comes home to find a cold house, grandmother is dead and his attempt to go to London, to do something real, has ended in nothing at all.

Shakespeare and Charles Dickens are the traditional hunting-grounds for the "original idea" on which a musical is based. And why ever not? Shakespeare pinched most of his plots from someone else. He still waits for *King Lear* on the open as a musical at Wembley Pool. But, meanwhile, Tulse Hill School have had a shot at *The Tempest*—

a fairly obvious candidate for a musical. Songs and music abound on the enchanted island.

On this occasion the setting was the Caribbean. Lisa Wright has rewritten the story in modern English. ("I'm the only subject you've got", says Caliban, "apart from them pirate spirits"—not exactly immortal prose, but a good, clear story-line). The poetry springs from Guy Richardson's music, strange percussive rhythms that weave their own spell.

This cast would have been shipwrecked with the original Shakespeare—even with the music there were some barren patches. But the production was strong and coherent. It included among other things a pageant of Chinese, Indian and African dances; drawn from the school's different ethnic groups, a rustic Caliban and a closing number that might have been drawn from Sunday Night at the London Palladium. The only thing missing was the revolving stage.

Twelfth Night is perhaps the classic example of Shakespearean music and enchantment—especially suitable for the time of year. Cambridge Technical College presented the play as a straightforward, jolly Christmas romp, with none of the bitterness of some recent productions. Feste was not thrown out of the house and Malvolio was offstage for the madhouse scene—no sympathy for him.

John Hall's set and costumes were exquisite: early eighteenth century, with footmen straight out of *Cinderella* and Eddie Keeling playing Feste as a paunchy old Pierrot—old dog that knows every trick in the book. Elsewhere the playing was rather flat, rather than arresting. "So skipping a dialogue" skates over the pulses and dramatic pointers of Shakespeare's verse, at times the performance was executed rather than experienced. But Fabian asks that Sir Toby's pranks may pluck on laughter rather than other than laughter. The show certainly makes the first two much less interesting than they were, and anyone unacquainted with the *Diaries* must have wondered what they were doing and why—indeed, sometimes who they were.



A character in the Unicorn Theatre's production of "Beauty and the Beast" being dressed by one of the students from the Central School of Art and Design who were responsible for the sets and costumes. Performances at the Jeanette Cochrane Theatre are daily at 2.00pm.

THEATRE

SUBJECTIVE JOURNEY

John Peter on the Moving Being

I am guilty of dereliction of duty. I left the Round House last week after seeing only the first half of the *Diary of Anne Nin* created by Geoff Moore and performed by Moving Being, a group from Cardiff. I can only plead in mitigation that I had been utterly fatigued by boredom induced by watching a group of eight personable young people who were clearly under the impression that they were engaged in artistic activity.

Perhaps they were; and I know that it is hard to draw the line between the know-how of a professional and the antics of an amateur. But I would suggest to Moving Being that they ask a film crew to record their show and then watch it themselves, put their hands on their hearts and say what they think of it. I myself have to report that, sitting in the second row, I had difficulty in hearing the words rather than the actors' delivery. The show certainly makes the first two much less interesting than they were, and anyone unacquainted with the *Diaries* must have wondered what they were doing and why—indeed, sometimes who they were.

The first half ended with the outbreak of the war and *Mine Nin*'s departure for the United States. I have always thought the *Diaries* to be a very interesting, one more reason for cutting short a disappointing evening, a sad waste of time for audience and performers.

I would like to end on a cheerful note: an *let me say* the *German* *Diaries* *new play* *The Reign of Art* *Raffles* (Aldwych), cooly dismissed by most critics, is, though not flawlessly engineered, an extremely enjoyable and stylish play. The programme has been acted period pastiche. Do not be taken in by the pomposity of the title: the play is an unashamed piece of back flate looked wobbly and distracting, but luckily some of them could not be seen because of the placing of other props.

And finally, the *Diary* *Mine Nin* is the author of some surrealistic novels (e.g. *Winter of Artifice*, *House of Incest*) which are of interest mainly to literary historians. Her immensely long *Diaries* (I have read three volumes out of five so

EXHIBITION

THRACIAN GOLD

In 1949 two Bulgarian farmers discovered in a field a number of golden objects which, on further exploration, turned out to be one of the most fabulous archaeological discoveries of the century, the so-called Treasure of Panagurishte, the buried wealth of a chieftain of the fourth century B.C. including among other gold objects a magnificent vessel shaped like a Greek wine-jar, decorated with scenes from Greek mythology. This will form one section of the exhibition of nearly 1,000 Thracian treasures to come to London, where they will be seen at the British Museum from January 8 to March

Bernard Devine

ADULT LITERACY

STEPS TO SAINTLINESS

Cherida Mares reviews a radio series and a kit for volunteer tutors

Teaching Adults to Read (Radio 3, Tues. 7.00 to be repeated in May) is designed for volunteer tutors working in the national adult literacy campaign. It examines different methods of teaching reading and considers the particular strategies and teaching skills appropriate for adults. The lessons are illustrated with recordings of teaching sessions and discussions of appropriate points.

The theory is more than a straightforward exposition of teaching methods. Much emphasis is placed on the student's emotional needs and on the relationship between tutor and students. It has been said that an adult literacy tutor must be a saint. These programmes demonstrate that some of the ingredients of saintliness are no more than simple warmth, kindness and understanding.

The previous teachers of many adults with reading problems may have lacked these qualities as is shown in a discussion between students. A core message is needed to emphasize the pattern of rejection and failure which has given these students a sterile picture of teachers and education. This is more disturbing because the students' criticisms are not new to education. They were grateful

to their present tutors for the help and kindness which differed from what they had come to expect.

The rationale for the different teaching methods is given with well illustrated by tapes of lessons with students. These extracts illuminate both theory and practice, which could otherwise only be gained by observation and experiment. The section on the language experience method is particularly valuable as it demonstrates that adults' literacy work can include supporting students while they regain their self-esteem, as well as helping them to acquire reading skills.

The theory also shows how much guidance and encouragement students are likely to need, how discouragingly slow progress may be and how to identify weaknesses and build on strengths.

These carefully constructed programmes give valuable support and encouragement to volunteer tutors. They also act as a useful starting point for discussion groups in training sessions. Many extracts could be used in teacher training to give some idea of the emotional damage which negative, unskilful or unsympathetically handled educational experiences can impose on children with learning difficulties.

CONFIDENCE BOOSTER

Resource Pack for Volunteer Tutors. By the Adult Literacy Resource Agency, 33 Queen Anne Street, London SW1.

The Adult Literacy Resource Agency's new pack is intended to give newly trained and inexperienced tutors resource material from which to select or adapt according to their students' needs.

The pack is arranged in sections for easy reference, though it is not intended that tutors should be used chronologically. They include early writing, spelling and access skills, and also cover difficulties such as form filling and map reading which confuse and embarrass the non-reader.

The essence of these materials is that they are adaptable and should be used selectively. It is suggested that tutor and student look through the pack together and the student selects activities that appeal to him. For the non-reader, such a choice might be difficult. Though the consultation and involvement are a vital part of adult literacy work, the responsibility for diag-

nosis and selecting appropriate material rests with the tutor.

The exercises vary in difficulty from simple letter copying to critical examination of newspaper articles, and give some idea of the difficulties of constructing strategies for unknown students of varying abilities. But the pack leaves the reader in no doubt that interesting materials can be prepared for the special needs of individual adult learners, however limited their capabilities. It regains the fundamental philosophy of adult literacy work—the need to use materials and techniques which give students success, and enjoyment without reinforcing the feelings of personal inadequacy that result from previous educational experiences.

This excellent pack should do much to boost the confidence of new tutors. Although it is designed specifically for them, it will also help experienced tutors and trainers. The relevance and efficiency of the materials produced by the Adult Literacy Resource Agency suggest that a useful development of their work might be a Child Literacy Resource Agency, covering the material for use in the training of primary teachers.

FILM

SPEECH THERAPY

"A Child of Mine" 10-minute colour film narrated by Yvonne Neuman. Available for hire from the ICAA for £2. Invaluable Children's Aid Association, 126 Buckingham Palace Road, London, SW1.

Some of the work of the Invalid Children's Aid Association for children with speech and language defects is shown in a short film called *A Child of Mine*. Much of it was made at John Horniman School, Worthing, where the children receive intensive treatment. Both teachers and speech therapists use sign language and clear speech simultaneously, building the work schemes around activities related to daily living. The outdoor potential of the area is exploited to

the full, with walks on the beach and stone and fossil hunting offering enjoyable pastimes.

The ICAA run five residential schools, two for boys with asthma and two for children with communication disorders. These are for all age groups: one-third are children under eight. There are also local ICAA caseworkers, parents' associations, and some material help for equipment.

The film gave the impression of a happy school with dedicated teaching, but the difficulties for parents trying to cope with disabled children. Now that integration is so much discussed, the work of the ICAA in providing home visits, information, and advice would have made interesting film material. Frances Farrer

"Target Archery" is a film in two 12-minute parts called "Groundwork" and "Shooting". It was made with the cooperation of the "Grand National Archery Association". The first film shows the stages that a student archer goes through before actually shooting. These include choosing the dominant eye, being fitted with equipment and getting the correct length of arrow, learning the stance at the shooting line, drawing the bow and finally

ETV

FLAVOUR OF DANGER

Finding Out (seven to eight), Thames general interest series, aims to introduce children to topics which teachers would find difficult to tackle with normal classroom resources. The topics of this term's units—"Under a stone", "Railways" and "Danger"—all needed the stimulus of visits or direct experience, and so benefited from this "window on the world" approach.

The four programmes on danger were nicely balanced, with films of mountain and air-sea rescue teams, the ascent of Annapurna and the Ra expedition. Older children, perhaps themselves at risk from over-adventurousness at sea or on mountains, might have benefited more from the topic, but younger children thoroughly enjoyed the flavour of danger and adventure and produced some interesting follow-up work.

"Under a stone" was visually delightful and most successful when used with the children's own

observations. September and October are not the best months for collecting caterpillars, but there were a variety of other equally appealing options.

Some of the suggestions for further activities assumed a surprising degree of sophistication and organization from the children. It would be a fortunate teacher who could expect a first-year junior class in their first term to break into groups for discussion and reporting back on the teachers' notes, which include background information and reading lists, are extremely helpful. Small booklets for children giving information, poems and games, are also available.

Next term there are three units—"Into the past", "Eskimos" and "At your service". The last one is intended to overcome fears about going to the dentist or optician and to encourage children to take care of their teeth and eyes.

C.M.

FILM

CLEARING AWAY THE MYTHS

Araminta Wordsworth

It Could Happen to You. Distributed by Variety Film Distributors Ltd, National House, 60 Wardour Street, London W1. Colour 78 minutes.

More than 200 million cases of gonorrhoea and 50 million cases of syphilis are reported annually. Gonorrhoea is now the second most common infectious disease after measles—the likelihood of catching these sexually transmitted diseases must be recognized as a fact. *It Could Happen to You*, a feature length film which combines factual fiction, deals unsensationally with the topic.

The film starts with an entertaining sketch about bluff King Hal and the French pox, one of the many sixteenth-century names for the disease. The audience is treated to a joke look at some of the then current and uncomfortable remedies. Then an interview with Dr. D. Catterall, consultant in sexually transmitted diseases at the Middlesex Hospital, London, and a recognized expert who explains clearly what a sexually transmitted disease is and how you catch it.

Next cut to a teenage party, and our hero, young Mick, leaving for the car with a girl he has just met. "What's your name?" he asks as they finally disentangle. But the damage is done. She has infected him with gonorrhoea which he then gives to his girlfriend Jenny. The breakdown becomes the link, and in turn transmit the

disease to their new partners, who pass it on to others.

This shunting between information and illustration has a superficial similarity to those Scandinavian exploitation movies in which white-coated "doctors" discuss sexual case-histories in different positions in between more or less graphic illustration. The method works well when adapted for a more educational purpose. The information is given clearly and unsensationally and without dwelling on moral issues, except to point out that the only way to avoid being infected is not to sleep around.

The teenage characters—Jenny, Mike and their friends—are sympathetically observed and Michael Armstrong's screenplay provides sufficient credibility to make the whole believable—not so easy when the action takes place in a series of short scenes or sketches.

On the way, *It Could Happen to You* clears away many of the old myths and frightening stories that have collected round this taboo subject. You cannot catch VD from lavatory seats and not all shirtsighted people have syphilis. The symptoms and progress of the disease are explained and going to a clinic made as unthreatening as possible. London's VD clinics are among the most modern in the world with separate buildings, as in Dr. Mary's, Paddington. The process of contact tracing is explained and Dr. Catterall emphasizes that all data and treatment of patients are strictly confidential.

RECORDS

COUNTRY MUSIC

Anthology of Chod Folk Music. Anthology of Gypsy Songs. Czech Country Music. Supraphon £1.72 each. Turkish Village Music: Nonesuch Explorer £1.85.

The region of Chodsko lies not far from the frontier that separates Czechoslovakia from Bavaria. Remnants of the old local dialect and the traditional customs still linger.

Chodsko is a land of bagpipers. Two types of instruments are in general use: the high-pitched bagpipe blown with the mouth, and the so-called German bagpipes, which use the bellows principle. The unusual wide melodic leaps in Chod music give the music in general a distinctive, strong, and thirds and sixths give it strength.

The first side of the record is devoted to the music of the lowland area and includes some examples of the traditional bagpipe bands as well as the "small peasant bands", which use violin, E flat clarinet and bagpipe. In these, the sound is played in a more lively, and interesting are the yodel songs from the border regions and the

delightful country brass band from Mrakov.

The second side features music of the highlands, and some wonderful close-harmony singing. It is interesting that although the recordings apparently use local singers and players, the performing standard is high.

There are some extraordinarily beautiful sounds on Supraphon's fine collection of gypsy songs, all of which were recorded in east and south Slovakia.

The "draw-out" love songs of the settled gypsies are often strangely compelling, but it is a pity that many of the tracks on the record have been artistically faded out, thus depriving the listener of the chance to become engaged in the songs. But this record, after all, is designed as a sampler, offering nearly 30 separate examples. It would thus be immensely useful to the music teacher and would have obvious value in discussion of various ethnic groups.

Czech Country Music is not, as the title might imply, a collection of rustic performances from country folk, but a selection of popular Czech songs and dances

BRIEFINGS

RADIO AND TV

FE and general interest

Trade Union Studies. (Sunday, 9.45, BBC 1. Wednesday, 19.05, BBC 2.)

New health and safety legislation presents employers and trade unionists with new rights and responsibilities. In "Health and Safety" this legislation is reviewed. *Wegwaiser*. (Sunday, 14.30, Radio 4, and Wednesday, 18.30, Radio 3.)

Programmes to keep the student up to date over the Christmas recess. "Niklaus, Komm in unser Haus!" on Sunday is a survey of Christmas in Germany with actual recordings at a children's party. On Wednesday "Wintersport auf deutsch!" transports us to German-speaking ski-resorts in Austria and Switzerland.

Aquarius. (Sunday, 17.20, ITV.) "Within the Fringe", a report on Britain's "alternative theatre". Two companies perform extracts from their work.

On the Move (Sunday 18.05, Thursday 12.15, Saturday 10.25, BBC1.) Norman Rossington reveals the difficulties he experienced in learning to read and also appears in sketches designed to help adults with reading problems. *Down to Earth* (Sunday 18.15, ITV.) Brian Clark's modern view of "Hell" and "Heaven", shown previously, is discussed in the studio by the Rev John Stott, of All Souls, Oxford, and Rev H. Williams, of the Community of the Resurrection, and the author himself.

Representing the Community (Monday 15.30, BBC2.) The last in this series, which examines the role and function of voluntary representatives who serve the community. Discusses the role of the Justice of the Peace, the history of the bench and the effectiveness of magistracy in today's work. *Families in Crisis* (Monday, 18.30, Radio 3.)

In "Teenage Rebellion" two families are interviewed in their own homes by Claire Rigney—in an attempt to compare how different people react to similar crises. A self-confessed businesswoman, who has rejected material values, and a university teacher's daughter has run away from home and now lives in a student pad with her boy friend. *Learning to Read* (Monday, 19.00, Radio 3.)

Why and how has the teaching of reading changed? What methods and materials do teachers use? *Jane Austen and Her World* (Thursday, 12.30, ITV.)

To conclude this series on Jane Austen, a brief study of her life and environment. What was she like? Why did she never marry? *Village Prospect* (Friday, 19.00, Radio 3.)

An examination of the changing pattern of village life in Britain. Brian Milton visits the once peaceful Cornish fishing and smuggling village of Portscatho.

played by Antonin Votava's Brass Ensemble. The playing is superb, which is hardly surprising, for all the players are full-time members of the Prague Symphony Orchestra.

The Nonesuch Explorer series of ethnic field recordings have long served the needs of folklorists and educationalists. They are always accompanied by sensible and attractive sleeve-notes which provide the sort of information most commonly required by the listener or teacher. *Turkish Village Music* was recorded in some small villages in the province of Sivris in south-eastern Turkey.

The performances are amateur in the true sense of the word but convey a powerful feeling of involvement in the music. The singers and players perform with unflinching energy, and the songs and dances are imbued with a vital rhythmic sense.

Nearly all Turkish village songs have strong mystical overtones, whether they are directly concerned with religion or not. For teachers covering this subject, this record is especially recommended.

Colin Evans